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ABSTRACT

The study of U.S. history from 1877, taught in Mississippi secondary schools, builds on the study of U.S. history before 1877, offered in the eighth grade. Mississippi students, through studying U.S. history from 1877, gain an historical perspective of the nation's past. The study of the United States concentrates on cause-and-effect relationships and developing an understanding of multiple causation, the knowledge that things are as they are for many reasons. History education in Mississippi is not rote memorization of dates, events, and people, but rather the development of student ability to detect trends, as well as analyze movements and events that help them develop a sense of history. This intervention guide is designed to help the individual teacher, counselor, or administrator assess the deficiencies of the student by assessment strand as reported by the Subject Area Testing Program (SATP) Student Report. Because the U.S. history from 1877 Subject Area Test is a performance-based test, it is essential that teachers not only communicate basic content knowledge, but also instruct students in how to process and manipulate information. Students should also possess the skills needed to read and interpret such things as charts, maps, and timelines to help them draw conclusions about a topic or question. The guide is divided into five sections: (1) "Interpreting the Mississippi Subject Area Score Reports"; (2) "Overview of the Mississippi U.S. History from 1877 Curriculum"; (3) "Suggested Test Strategies"; (4) "Additional Strategies and Sample Assessment Items"; and (5) "Learning Strategies." Appended are: Glossary of Terms; U.S. History from 1877 Web Resources; and Literature Resources for U.S. History from 1877. (BT)

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Instructional Intervention Guide

U.S. History: 1877 to the Present

2001

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Introduction

The study of United States History from 1877, taught in Mississippi secondary schools, builds on the study of the United States History before 1877, offered in the eighth grade. This scope and sequence requires that the student bring from this eighth grade study an understanding of the founding and early national periods of our history. The rationale for this progression is that, by focusing on the early years of our country's history in the eighth grade, it allows the emphasis of the eleventh grade teacher's instruction to be placed on the later nineteenth and twentieth centuries.

Mississippi students, through the study of United States History from 1877, should gain a historical perspective of our nation's past. This perspective is essential for them to determine how past events have influenced our present time. They should also gain insight as to how past events created current problems and how they, through an understanding gained by their studies, can perhaps help seek solutions.

The study of the United States should concentrate on understanding cause-and-effect relationships and on developing an understanding of multiple causation, the knowledge that things are as they are for many reasons. History education, in Mississippi, is not rote memorization of dates, events, and people, rather it is the development of the students' ability to detect trends, as well as analyze movements and events that will in turn, help them develop a "sense of history". An emphasis on "real world" social studies is the way to achieve this sense of history. Students, by gaining familiarity with a variety of schools of thought, and by examining other historical points of view, will develop a more sophisticated understanding of what it has meant, and means, to be an American citizen. More importantly it will give the students a new awareness of their collective roots.

This document was designed and developed to supplement the *Mississippi Social Studies Framework* and the Subject Area Testing (SATP) Program Teachers Guide. This **Intervention Guide** is designed to help the teacher assess the deficiencies of the student *by assessment strand* as reported in the **SATP Student Report.** The student report is explained in steps to help give the individual teacher, counselor, or administrator, a means to determine and develop a clear assessment of the student's performance.

In addition, the Intervention Guide also gives a clear overview of how to use the current 1998 ***Mississippi Social Studies Framework***. Although the Framework provides numerous teaching strategies in its curriculum guide, additional strategies with more comprehensive explanations and sample assessment questions are provided. Teachers should note that many questions will require students to use their knowledge and apply their skills to solve practical, "real world" problems. These questions, called enhanced multiple choice, will be explained in the section of this guide labeled ***Suggested Testing Strategies.***

Because the U.S. History from 1877 Subject Area Test is a performance-based test, it is essential that teachers not only communicate basic content knowledge, but also instruct students in how to process and manipulate information. In addition, students should possess the skills needed to read and interpret charts, maps, timelines, etc., to help them draw a conclusion about a topic or question. Instruction should go beyond the traditional use of a singular textbook and worksheets, and use a wealth of related materials, including technology resources to convey information and skills to all students.

Section I

Interpreting the Mississippi Subject Area Score Reports

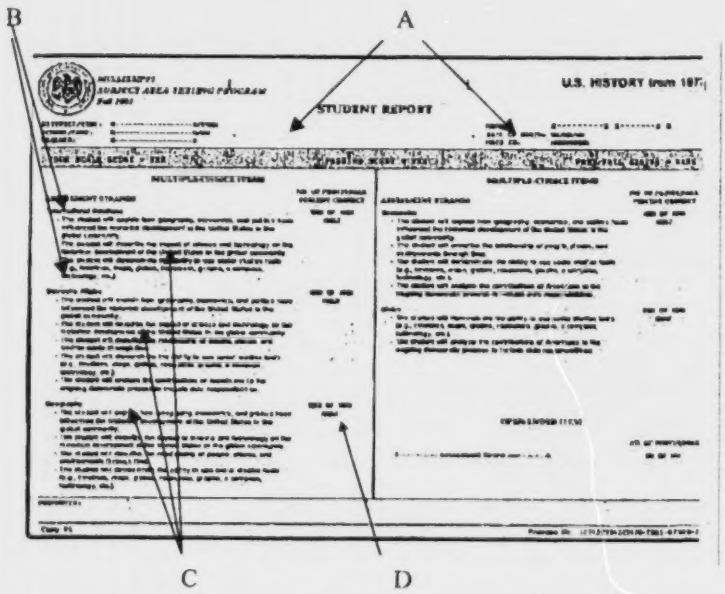
Assessment Strands

The Mississippi Subject Area Test Student Report contains information about a student's performance on the U.S. History since 1877, Subject Area Test. The report is broken down into the five assessed areas of :

1. **International relations**
2. **Domestic affairs**
3. **Geography**
4. **Economics**
5. **Civics**

How to read the Mississippi Subject Area Test Student Report

a. The item marked "**A**" identifies the information relevant to the district, school, teacher and student.
b. The item marked "**B**" identifies the assessment strand.
c. The item marked "**C**" identifies the competencies tested in each assessment strand.
d. The item marked "**D**" identifies the number of questions answered correctly, the number of questions pertaining to the assessment strand, and the percentage of correct responses in that assessment strand.



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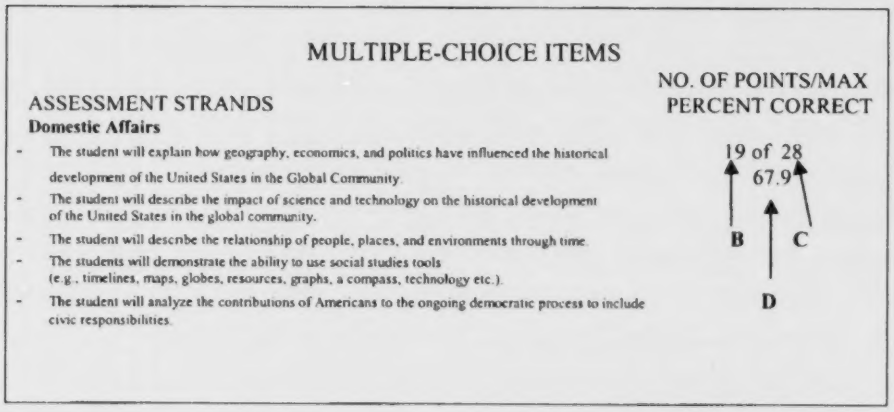
Student Performance Information

Refer to items on the Student Report diagram below.

a. There are three numbers next to each assessment strand.
b. The first number "B" is the number of questions the student answered correctly.
c. The second number "C" is the number of questions that were on the test related to that assessment strand, this number is also found in the TEST BLUEPRINT.
d. The last number "D" is the percentage of correct student responses for that assessment strand.

Student Report Diagram:


MULTIPLE-CHOICE ITEMS
ASSESSMENT STRANDS
NO. OF POINTS/MAX
PERCENT CORRECT
Domestic Affairs
- The student will explain how geography, economics, and politics have influenced the historical development of the United States in the Global Community.
- The student will describe the impact of science and technology on the historical development of the United States in the global community.
- The student will describe the relationship of people, places, and environments through time.
- The students will demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology etc.).
- The student will analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.
19 of 28
67.9
B
C
D

While test score reports provide scaled scores for each of the strands, it is the performance on the overall test that is of primary importance. Scores specifically reported by assessment strand are provided in order to give students, teachers, and administrators an idea of the student's relative strengths and weaknesses. It is important to remember that while the overall difficulty of the tests remains the same from one version of the test to the next, the difficulty in a particular strand may vary.

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Class Performance Report

1. The item marked as **"A"** identifies the information relevant to the district and school.

2. The section labeled as **"B"** gives the total number of students who received scores on :
   a. The multiple choice questions.
   b. The constructed response questions.

   The total number given, is the total number of questions scored in both categories.

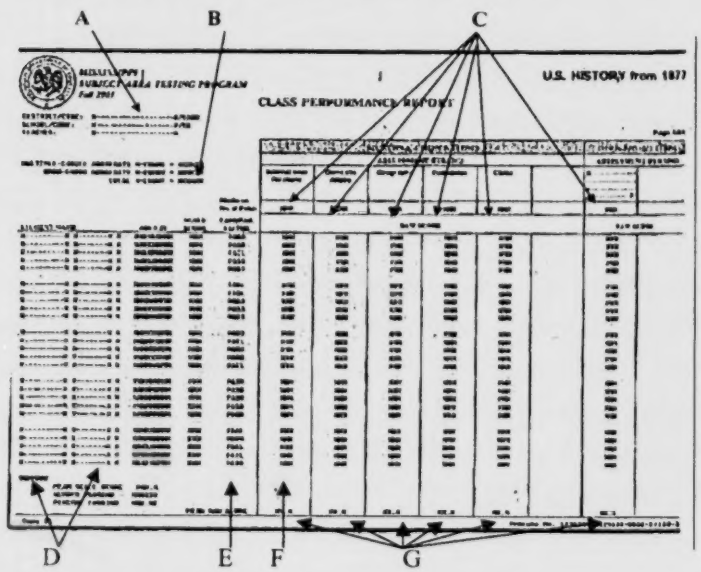
3. The section labeled as **"C"** identifies the total number of points possible in each assessment strand. Also identified here are the total number of possible points in the open ended question strand.

4. The section labeled as **"D"** gives the list of the students taking the test by last name, first name, and middle intial.

5. The column labeled as **"E"** gives each student's status on the Subject Area Test in terms of their passing or failing.

6. The columns labeled as **"F"** provides the number of points each student received in each assessment strand.

7. The numbers at the bottom of each assessment strand column labeled as "G" is the *mean raw score*, or an average number of correct responses in a given strand.



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Student Roster and Summary

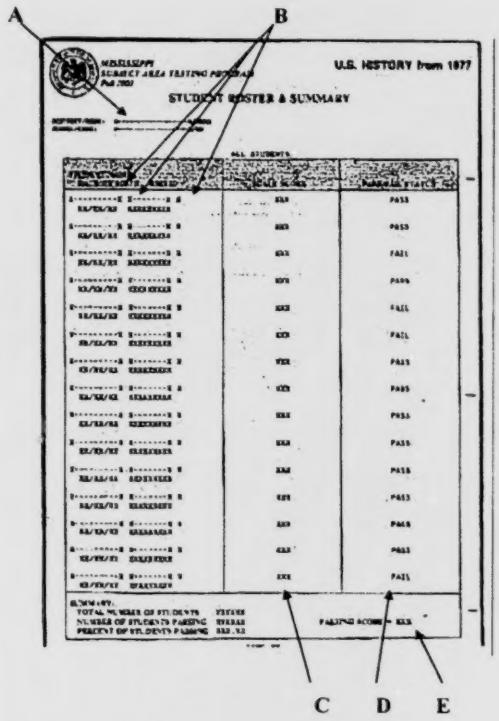
1. The section labeled **"A"** identifies information relevant to the district, school, and teacher.

2. The section labeled as **"B"** gives the lists of students who have taken the test and lists them by:
   a. Last name, first name, and middle initial.
   b. Date of birth.
   c. Mississippi student information system number.

3. The column labeled as **"C"** lists the scaled score for each student.

4. The column labeled as **"D"** gives the students status in terms of passing or failing the Mississippi Subject Area Test.

5. The item labeled as **"E"** denotes the minimum score needed to pass the Mississippi Subject Area Test.



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Section II

Overview of the Mississippi U.S. History from 1877 Curriculum

Organization of the Mississippi Social Studies Framework

The Framework is organized by grade level with elective courses listed at the end of the document. Preceding each individual grade level curriculum, a description of the purpose, focus, and an overview of the course is provided.

The Mississippi U.S. History from 1877 format is described and outlined in the description and diagram below.

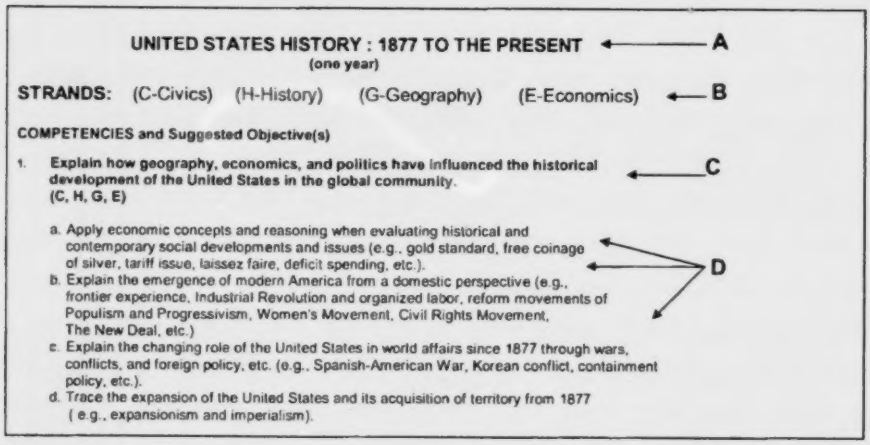
1. The letter "**A**" denotes the title of the ***course*** and the ***length*** of time the course is to be taught.

2. The letter "**B**" denotes the different subject area ***Strands*** integrated into the course. There are four overlapping essential strands in social studies: ***Civics, History, Geography*** and ***Economics.***

3. The letter "**C**" denotes the ***Competencies.*** The Competencies are the content skills that are *required* to be taught in the course.

4. The letter "**D**" denotes the ***Suggested Teaching Objectives*** . The suggested objectives are not mandatory, but are only suggested to be used in teaching the course.

Framework diagram:


UNITED STATES HISTORY : 1877 TO THE PRESENT
(one year)
A
STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)
B
COMPETENCIES and Suggested Objective(s)
1. Explain how geography, economics, and politics have influenced the historical development of the United States in the global community. (C, H, G, E)
C
a. Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues (e.g., gold standard, free coinage of silver, tariff issue, laissez faire, deficit spending, etc.).
b. Explain the emergence of modern America from a domestic perspective (e.g., frontier experience, Industrial Revolution and organized labor, reform movements of Populism and Progressivism, Women's Movement, Civil Rights Movement, The New Deal, etc.)
c. Explain the changing role of the United States in world affairs since 1877 through wars, conflicts, and foreign policy, etc. (e.g., Spanish-American War, Korean conflict, containment policy, etc.).
d. Trace the expansion of the United States and its acquisition of territory from 1877 (e.g., expansionism and imperialism).
D

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Suggested Curriculum Guide

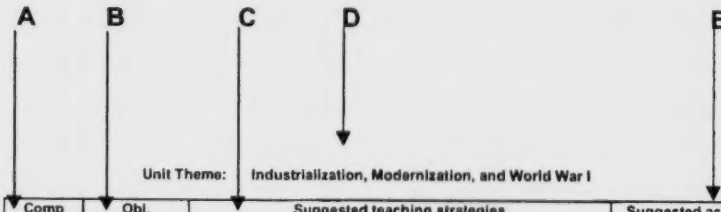
1. The **Competency** to be taught is listed in the first column **(A).**

2. The **Suggested Objectives** for that competency are listed in the second column **(B).**

3. The **Suggested teaching strategies** for the competency are listed in the third column **(C).**

4. The **topic or theme** to be taught is listed at the top of the page **(D).**

5. A suggested **method of assessment** for the teaching strategy is listed in the fourth column **(E).**



Unit Theme: Industrialization, Modernization, and World War I

Comp	Obj.	Suggested teaching strategies	Suggested assessment
1 3 4	b,d a b	Map major locations of cattle trails, major western railroads, major Native American battles, and major mineral strikes.	• Rubric
2 4	a b	Create a chart of inventions, and the significance of each.	• Selected response
1 4	b a	Profile industrial leaders using primary/secondary documents.	• Constructed response
1	b	Debate whether industrial leaders of the late 1800's were "robber barons" or "captains of industry".	• Rubric; Constructed response
1	b	Role play a talk show with guest who are complaining about Working conditions in factories and mines (e.g., child labor, long hours, dangerous jobs, etc.)	• Rubric
1 5	b b	Use a Venn diagram to compare the Knights of Labor and the American Federation of Labor	• Selected response; Venn diagram

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U.S. History from 1877 Teacher Survey

The following survey was developed by a group of Mississippi teachers currently teaching U.S. History from 1877. The Office of Student Assessment disseminated the survey to U.S. History teachers across the state. Approximately sixty percent of teachers teaching U.S. History returned completed surveys. The results of the survey were used by the Test Development Committee in designing the U.S. History from 1877 test blueprint.

United States History from 1877 Competencies and Objectives Survey

To be completed by US History from 1877 teachers only **Directions:** **1. For each of the competencies/skills listed below, circle "Yes" if you teach this in your classroom.** **2. Circle 1, 2, or 3 to indicate the emphasis you believe the US History assessment should place on each competency/skill.** **3. Return the questionnaire to your principal for mailing.**	**Do you teach this competency/ skill in your classroom?** **(Circle if yes)**	**How much emphasis should the US History assessment place on this competency? (Circle one)** **1=Little or no emphasis** **2=Moderate emphasis** **3=Strong emphasis**
Competency #1 **Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.**		
1.1 Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues (e.g., gold standard, free coinage of silver, tariff issue, laissez faire, deficit spending, etc.).	**Yes**	**1 2 3**
1.1.a. Populism	Yes	1 2 3
1.1.b. Robber Barons	Yes	1 2 3
1.1.c. Labor movement, economic trends in the late 1800s & early 1900s	Yes	1 2 3
1.1.d Economic trends in the late 1800s and early 1900s	Yes	1 2 3
1.1.e. Imperialism	Yes	1 2 3
1.1.f. Causes of the Great Depression	Yes	1 2 3
1.1.g. Square Deal/New Deal	Yes	1 2 3
1.2 Explain the emergence of modern America from a domestic perspective (e.g., frontier experience, Industrial revolution and organized labor, reform movements of Populism and Progressivism, Women's Movement, Civil Rights Movement, the New Deal, etc.).	**Yes**	**1 2 3**
1.2.a. Political machines	Yes	1 2 3

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1.2.b. Civil service reform	Yes	1	2	3
1.2.c. Great Depression/New Deal, Great Society	Yes	1	2	3
1.2.d. Watergate	Yes	1	2	3
1.2.e. Harlem Renaissance	Yes	1	2	3
1.2.f. Vietnam	Yes	1	2	3
1.2.g. Red Scares	Yes	1	2	3
1.2.h. Major labor unions	Yes	1	2	3
1.3 Explain the changing role of the United States in world affairs since 1877 through wars, conflicts, and foreign policy (e.g., Spanish-American War, Korean conflict, containment policy, etc.).	**Yes**	**1**	**2**	**3**
1.3.a. Cold War: Berlin Airlift, Truman Doctrine, Marshall Plan, Berlin Wall, NATO, domino theory, "space race", Bay of Pigs, Cuban Missile Crisis	Yes	1	2	3
1.3.b. Isolationism/Imperialism	Yes	1	2	3
1.3.c. Good Neighbor Policy/Open Door Policy	Yes	1	2	3
1.3.d. Big-Stick, Dollar & Moral Diplomacy	Yes	1	2	3
1.3.e. WWI, WWII, Korea, Vietnam	Yes	1	2	3
1.3.f. United Nations	Yes	1	2	3
1.4 Trace the expansion of the United States and its acquisition of territory from 1877 (e.g., expansionism and imperialism).	**Yes**	**1**	**2**	**3**
1.4.a. Trace events that led to territory acquisitions after 1877 & locate those territories on a map.	Yes	1	2	3
Competency # Describe the impact of science and technology on the historical development of the United States in the global community.				
2.1 Analyze the impact of inventions on the United States (e.g., telephone, light bulb, etc.).	**Yes**	**1**	**2**	**3**
2.1.a. Analyze the impact of inventions on the United States (e.g. telephone, light bulb, etc.)	Yes	1	2	3
2.2 Examine the continuing impact of the Industrial Revolution on the development of our nation (e.g., mass production, computer operations, etc.).	**Yes**	**1**	**2**	**3**
2.2.a. Examine the movement away from laissez-faire. (Major trade legislation(s), major technical invitations, and global interdependence)	Yes	1	2	3
2.3 Describe the effects of transportation and communication advances since 1877.	Yes	1	2	3
2.3.a. Describe the effects of transportation and communication advances since 1877 (e.g. telegraph, transcontinental railroad, telephone, radio, and television)	Yes	1	2	3

Competency #3 Describe the relationship of people, places, and environments through time.				
3.1 Analyze human migration patterns since 1877 (e.g., rural to urban, the Great Migration, etc.).	**Yes**	**1**	**2**	**3**
3.1.a. Settlement of Great Plains	Yes	1	2	3
3.1.b. Great Migration	Yes	1	2	3
3.1.c. Great Depression	Yes	1	2	3
3.1.d. Japanese-American internment	Yes	1	2	3
3.1.e. Movement of people for economic reasons	Yes	1	2	3
3.2 Analyze how changing human, physical, geographic characteristics can alter a regional landscape (e.g., urbanization, Dust Bowl, etc.).	**Yes**	**1**	**2**	**3**
3.2.a. Transcontinental Railroad	Yes	1	2	3
3.2.b. Mineral wealth	Yes	1	2	3
3.2.c. Urbanization	Yes	1	2	3
3.2.d. Dust Bowl	Yes	1	2	3
3.2.e. Theodore Roosevelt's conservation	Yes	1	2	3
Competency #4 **Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, photographs, etc.).**				
4.1 Interpret special purpose maps, primary/secondary sources, and political cartoons.	**Yes**	**1**	**2**	**3**
4.1.a. Reading	Yes	1	2	3
4.1.b. Recognizing symbols	Yes	1	2	3
4.1.c. Recognize latitude and longitude	Yes	1	2	3
4.1.d. Grids	Yes	1	2	3
4.1.e. Read: measure with scale	Yes	1	2	3
4.1.f. Direction	Yes	1	2	3
4.1.g. Use a map legend	Yes	1	2	3
4.1.h. Recognize exaggeration, symbolism & captions	Yes	1	2	3
4.1.i. Determine relevance & recognize bias	Yes	1	2	3
4.1.j. Understanding main idea	Yes	1	2	3
4.1.k. Draw inference	Yes	1	2	3
4.1.l. Identify author: his perspective	Yes	1	2	3
4.1.m. Generalizations	Yes	1	2	3

4.1.n. Determine time period	Yes	1	2	3
4.1.o. Relate to historical content	Yes	1	2	3
4.2 Analyze technological information on graphs, charts, and timelines.	**Yes**	**1**	**2**	**3**
4.2.a. Reading comprehension	Yes	1	2	3
4.2.b. Following directions	Yes	1	2	3
4.2.c. Recognize different kinds of graphs and their components	Yes	1	2	3
4.2.d. Identify specific information regarding highs, lows & trends	Yes	1	2	3
4.2.e. Cause & effect	Yes	1	2	3
4.2.f. Sequencing events	Yes	1	2	3
4.3 Locate areas of international conflict (e.g., Caribbean, Southeast Asia, Europe, etc.).	**Yes**	**1**	**2**	**3**
4.3.a. Absolute vs. relative location	Yes	1	2	3
4.3.b. Specific areas to locate include: Middle East, North Africa, East Asia, Pacific, Latin America, Russia, Cuba, Great Britain, Germany, France, Israel, China, Vietnam, Mexico, Japan	Yes	1	2	3
Competency #5 **Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.**				
5.1 Examine various reform movements (Civil Rights, Women's Movement, etc.).	**Yes**	**1**	**2**	**3**
5.1.a. Populist Movement/Progressive Movement	Yes	1	2	3
5.1.b. Socialist Movement	Yes	1	2	3
5.1.c. Temperance Movement/Prohibition	Yes	1	2	3
5.1.d. Civil Rights Movement	Yes	1	2	3
5.1.e. Women's Rights Movement	Yes	1	2	3
5.1.f. Labor Movement	Yes	1	2	3
5.2 Examine the government's role in various movements (e.g., arbitration, 26th Amendment, etc.).	**Yes**	**1**	**2**	**3**
5.2.a. Domestic trade legislation (e.g. Sherman Anti-trust, Interstate Commerce Act, Clayton Anti-trust Act)	Yes	1	2	3
5.2.b. Rise and decline of labor unions	Yes	1	2	3
5.2.c. Civil Rights legislation	Yes	1	2	3
5.3 Examine the role of government in the preservation of citizens' rights (e.g., 19th Amendment, Civil Rights Act of 1964).	**Yes**	**1**	**2**	**3**
5.3.a. Extension of voting rights	Yes	1	2	3
5.3.b. Causes and effects of the Civil Rights Movement	Yes	1	2	3

5.3.c. Progressive legislation (state and federal)	Yes	1 2 3
5.3.d. Postwar Red Scares (1920s and 1950s)	Yes	1 2 3
5.3.e. Great Society	Yes	1 2 3
5.4 Examine individuals' duties and responsibilities in a democratic society (e.g., voting, volunteerism, etc.)	**Yes**	**1 2 3**
5.4.a. Income tax	Yes	1 2 3
5.4.b. Selective Service	Yes	1 2 3
5.4.c. Social Security	Yes	1 2 3

Subject Area Test Blueprint - U.S. History from 1877

The following blueprint identifies the five assessment strands that are tested in United States History from 1877. Each strand has a specified number of questions that will appear on the U.S. History Subject Area Test. In addition to the specified number of questions, the blueprint identifies the competencies from the Social Studies Framework that pertain to each assessment strand.

Blueprint Table-

Assessment Strand drawn from competencies | **Number of multiple choice items per assessment strand** | **Competencies with which assessment strand is aligned**

ASSESSMENT STRAND	QUESTIONS PER STRAND	COMPETENCY
International Relations	16	1,2,4
Domestic Affairs	28	1,2,3,4,5
Geography	13	1,2,3,4
Economics	6	1,2,3,4
Civics	7	4,5

- The total number of multiple choice items that are scored = 70
- The total number of open ended items that are scored = 1
- The total number of multiple choice items that are field tested = 15*
- The total number of open ended items that are field tested = 1*

Total number of test items = 87

* **Note** - *Field test items are **not** included in the student's score.*

UNITED STATES HISTORY: 1877 TO THE PRESENT

-one year-

United States History: 1877 to the Present will be the final step in the study of the nation's history. This course uses thematic units based on interwoven social, political, economic, and geographic changes in the United States from 1877 to the present. The course focuses on the role of the United States as it made the transition from a young nation to a leading nation in the global arena. The student will trace the history of the United States from Reconstruction's end to the modern period. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

The social studies curriculum is designed to be taught in a developmental sequence. This means that the instruction proceeds from the simple to the complex, beginning with the child's immediate geographic world and expanding to the world, using history, civics, and economics to develop the child's knowledge and perspectives. The expanding theme that is incorporated in this framework refers to curriculum progression in the study of people from self, families, communities, cities, regions, United States to the world.

The *Curriculum Guide* is one suggested format. Competencies may be taught thematically, chronologically, geographically, or in any other format a district develops.

The competencies are required to be taught. The competencies combine these strands: **civics**, **history**, **geography**, and **economics**. Competencies may be taught throughout the course in any order and combined with other competencies. Competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills.

The sample objectives are optional, not mandatory. Competencies indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them, and are encouraged to write their own objectives to meet the needs of students in their school district.

UNITED STATES HISTORY: 1877 TO THE PRESENT

-one year-

STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

1. Explain how geography, economics, and politics have influenced the historical development of the United States in the global community. (H, G, E)

a. Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues (e.g., gold standard, free coinage of silver, tariff issue, laissez faire, deficit spending, etc.).
b. Explain the emergence of modern America from a domestic perspective (e.g., frontier experience, Industrial Revolution and organized labor, reform movements of Populism and Progressivism, Women's Movement, Civil Rights Movement, the New Deal, etc.).
c. Explain the changing role of the United States in world affairs since 1877 through wars, conflicts, and foreign policy (e.g., Spanish-American War, Korean conflict, containment policy, etc.).
d. Trace the expansion of the United States and its acquisition of territory from 1877 (e.g., expansionism and imperialism).

2. Describe the impact of science and technology on the historical development of the United States in the global community. (H, G, E)

a. Analyze the impact of inventions on the United States (e.g., telephone, light bulb, etc.).
b. Examine the continuing impact of the Industrial Revolution on the development of our nation (e.g., mass production, computer operations, etc.).
c. Describe the effects of transportation and communication advances since 1877.

3. Describe the relationship of people, places, and environments through time. (C, H, G, E)

a. Analyze human migration patterns since 1877 (e.g., rural to urban, the Great Migration, etc.).
b. Analyze how changing human, physical, geographic characteristics can alter a regional landscape (e.g., urbanization, Dust Bowl, etc.).

4. Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.). **(C, H, G, E)**

a. Interpret special purpose maps, primary/secondary sources, and political cartoons.
b. Analyze technological information on graphs, charts, and timelines.
c. Locate areas of international conflict (e.g., Caribbean, Southeast Asia, Europe, etc.).

UNITED STATES HISTORY: 1877 TO THE PRESENT
-one year-

STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

5. Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities. (C, H)

a. Examine various reform movements (e.g., Civil Rights, Women's Movement, etc.).
b. Examine the government's role in various movements (e.g., arbitration, 26th Amendment, etc.).
c. Examine the role of government in the preservation of citizens' rights (e.g., 19th Amendment, Civil Rights Act of 1964).
d. Examine individuals' duties and responsibilities in a democratic society (e.g., voting, volunteerism, etc.).

Grade Level: United States History: 1877 to the Present

Unit Theme: Industrialization, Modernization, and World War I

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 3 4	b, d a a	Map major locations of cattle trails, major western railroads, major Native American battles, and major mineral strikes.	• Rubric
2 4	a b	Create a chart of inventions, inventors, and the significance of each.	• Selected response
1 4	b a	Profile industrial leaders using primary/secondary documents.	• Constructed response
1	b	Debate whether industrial leaders of late 1800's were "robber barons" or "captains of industry."	• Rubric; Constructed response
1	b	Role play a talk show with guests who are complaining about working conditions in factories and mines (e.g., child labor, long hours, dangerous jobs, etc.).	• Rubric
1 5	b b	Use a Venn diagram to compare the Knights of Labor and the American Federation of Labor.	• Selected response; Venn diagram
2	c	Analyze the expansion of transportation and communication in the late 1800's (e.g., telegraph, transcontinental railroads, telephone, etc.).	• Constructed response
1	a, b	Illustrate the major economic problems of the farmers in the late 1800's.	• Rubric
1 2	a b	Examine the movement from laissez-faire to government regulation of business (e.g., Sherman Anti-trust Act, Interstate Commerce Act, Clayton Anti-trust Act, Federal Reserve Act, etc.).	• Enhanced multiple choice
1	a	Analyze the impact of the Populist Party on major reforms in existence today.	• Constructed response
5	c, d	Explain how the Australian ballot, direct primary, initiative, referendum, recall, the 17th and the 19th Amendments led to more direct democracy.	• Selected response
1	b	Analyze writings by various muckrakers (e.g., Upton Sinclair, Jacob Riis, Lincoln Steffens, Ida Tarbell, etc.). Determine the problems being exposed.	• Constructed response
1 5	b a	Trace the accomplishments of reform movements.	• Rubric
1	b	Create a cube with each side illustrating/ explaining an aspect of Theodore Roosevelt's Square Deal.	• Rubric

Grade Level: **United States History: 1877 to Present**

Unit Theme: **Industrialization, Modernization, and World War I (con't)**

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 4	b, c a	Analyze political cartoons demonstrating the various aspects of the Theodore Roosevelt presidency (e.g., trustbusting, Big Stick diplomacy, Roosevelt Corollary, etc.).	• Constructed response using a political cartoon
1	a, c	Debate the economic, military, and missionary reasons for United States imperialism.	• Rubric
2	b	Have students determine from what country their articles of clothing came in order to understand global interdependence. Graph/map countries represented in the discussion.	• Rubric
1	c, d	Trace the sequence of events which led to and involved the United States in the Spanish-American War.	• Enhanced multiple choice
1 4	c, d c	Map acquisitions gained as a result of the Spanish-American War era (e.g., Philippines, Puerto Rico, Guam, etc.).	• Rubric
1	c	Examine the effects of Big Stick, Dollar Diplomacy, and Wilsonian diplomacy on US-Latin American relations.	• Enhanced multiple choice
1 4	c b	Create a timeline of events which led to U.S. entry into World War I (e.g., Wilson's request for neutrality, *Lusitania* sinking, *Sussex* sinking, Zimmermann note, etc.).	• Rubric
1	c	Role play street interviewers with German-American, Irish-American, as well as, "main street Americans," to reflect various reactions to the Zimmerman telegram.	• Rubric
1 4	c a	Examine primary and secondary documents, then debate the United States retreat into isolationism after World War I.	• Rubric
1 4	c a	Divide into groups and examine primary and secondary documents to show the pros/cons of the United States' retreat into isolationism. Debate these issues.	• Constructed response; Rubric; Teacher observation
1	b	Field trip to a local factory to see demonstration of assembly line, mass production, etc.	• Rubric

Grade Level: **United States History: 1877 to the Present**

Unit Theme: **Industrialization, Modernization, and World War I (con't)**

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 4	c b	Analyze charts of United States immigration regulations and statistics as reflections of isolationism and prejudice.	• Constructed response
1	b	Create an individual project presenting information on culture of the 1920's (e.g., Harlem Renaissance, "flappers," jazz, movies, Ford cars, etc.).	• Rubric

Grade Level: **United States History: 1877 to the Present**

Unit Theme: **The Great Depression and the New Deal**

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	b	View a selected excerpt of a video of life during Depression days.	• Rubric; Teacher observation
1 3	b a, b	Interview a person who lived during the Great Depression.	• Rubric
1 4	a, b b	Chart/graph economic data from Hoover's to Roosevelt's administration (e.g., GNP, unemployment, deficit spending, personal income).	• Teacher observation
1	a, b	Make a chart of the causes of the Great Depression (e.g., over production, excessive borrowing, tariffs, stock speculations, etc.).	• Rubric
1 3 4	b b a	Examine primary and secondary documents to determine the affects of the Great Depression on people.	• Rubric
1 4	b b	Create a chart of the New Deal programs, their purposes, and the goal (e.g., relief, recovery, reform), which they addressed (e.g., FDIC, SEC, CCC, WPA, NRA, AAA, etc.).	• Enhanced multiple choice
4	a	Analyze political cartoons of FDR and the New Deal.	• Constructed response

Grade Level: United States History: 1877 to the Present

Unit Theme: World War II and World Leadership

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 4	c b	Create an illustrated timeline of events which led the U. S. from neutrality into World War II (e.g., Neutrality Acts, Destroyer Deal, Lend-Lease, Declaration of War, etc.).	• Rubric; Constructed response
1 2	c b	In groups, create a newspaper of the events in World War II (e.g., Pearl Harbor attack, D-Day invasion, atomic bomb on Hiroshima, end of the war, etc.).	• Rubric; Criterion-referenced assessment
4	a	Examine political cartoons and posters to determine the use of propaganda in World War II.	• Rubric
5	a	Research in the library or on the Internet the conflict between fighting for freedom and the discrimination existing at home.	• Enhanced multiple choice
4	a, c	Map major locations of World War II (e.g., Pearl Harbor, northern Africa, Normandy, Okinawa, Hiroshima, etc.).	• Rubric
1 4 5	a b c	Create a chart of the differences between the United States and the communist Soviet Union.	• Rubric
1 5	a c	Lecture/class discussion comparing economic choices in capitalism and communism. Create a Venn diagram.	• Teacher observation
1	c	Create a "container" project which illustrates the containment policy of Truman (e.g., Berlin airlift, Truman Doctrine, Marshall Plan, Korean War, NATO, etc.).	• Criterion-referenced assessment; Rubric
1 4	c c	Map major locations of trouble spots during the Truman years (e.g., North Korea, South Korea, Nationalist China, Communist China, USSR, West Berlin, etc.).	• Teacher observation; Selected response
1	c	Create a "Kennedy diary" of JFK's responses to communist threats (e.g., Bay of Pigs, Cuban missile crisis, Berlin crisis, Green Berets to Vietnam, etc.).	• Rubric
1 4	c c	Map major locations of Vietnam War.	• Rubric
1	b	Create a collage of terms, phrases, leaders, and places connected with the Vietnam War (e.g., LBJ, search and destroy, agent orange, Hanoi, Ho Chi Minh Trail, Westmoreland, etc.).	• Rubric; Teacher observation

Grade Level: **United States History: 1877 to the Present**

Unit Theme: **World War II and World Leadership (con't)**

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	b	Analyze the impact of Great Society programs on contemporary life (e.g., medicare, medicaid, welfare, aid to education, etc.).	• Rubric
1	b, c	Debate whether the accomplishments outweigh the failures of the Nixon Administration.	• Teacher observation

Grade Level: United States History: 1877 to the Present

Unit Theme: Civil Rights

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 4 5	b b a, b, c	Create a timeline of significant events in Civil Rights (e.g., Jim Crow laws, Plessy vs. Ferguson, Brown vs. Board of Education, Topeka, Kansas, 24th Amendment, Civil Rights of 1964, etc.).	• Rubric
5	a	Compare the views of Booker T. Washington and W. E. B. DuBois.	• Constructed response
1 5	b c	Compare the responses of Presidents Truman, Eisenhower, and Kennedy to civil rights issues (e.g., desegregation of the military, Central High School, James Meredith at Ole Miss, etc.).	• Enhanced selected response
5	a	Analyze civil disobedience methods to determine their effectiveness (e.g., marches, sit-ins, etc.).	• Constructed response
5	a, c	Identify constitutional amendments that have led to increased civil rights (e.g., 15th, 19th, 26th).	• Enhanced selected response
1 5	b a	Trace the significant events in the expansion of women's rights.	• Enhanced multiple choice
3 5	a c	Examine the impact of wartime on the rights and opportunities of African-Americans, women, Japanese-Americans, etc.	• Constructed response

Grade Level: **United States History: 1877 to the Present**

Unit Theme: **Contemporary United States**

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
2 4	a b	Chart/graph data from a survey based on parental work choice.	• Rubric
4	b	Create a web site about a historical figure or event in contemporary United States history.	• Rubric
3 4	a	Color code a map to show various regions, including Sun Belts and Rust Belts, etc.	• Rubric; Teacher observation
1	b, c	Examine the impact of the Reagan Administration on federalism and the reassertion of American military power.	• Enhanced multiple choice; Selected response
1	a	Determine the effect of the energy crisis, inflation, recessions, and deficit spending on the U.S. economy.	• Enhanced multiple choice
1	c	Examine the reformation of foreign policy in the post-Cold War era.	• Enhanced multiple choice
1	c	Analyze the Bush Administration's response in the Persian Gulf War.	• Constructed response
1 5	b d	Analyze a major social/political issue (e.g., the spread of AIDS, crime, affirmative action, drug abuse, health reform, voter apathy, etc.).	• Constructed response

Section III

Suggested Test Strategies

The U.S. History from 1877 Subject Area Test measures not only important historical knowledge, but also real-world skills by having students read and interpret statistical data, maps, charts, and tables. The test consists of 85 multiple-choice items and two open-ended questions. Some of the multiple-choice items include a chart, map, or other stimulus that must be interpreted accurately in order to answer the questions correctly. The open-ended questions require students to analyze a question and respond in writing.

Multiple-choice Items

For the student:

- ***Read every item carefully***

Many of the U.S. History from 1877 SAT questions have quotes, tables, charts, cartoons, and graphs. All test questions require careful reading of the directions and the question as well as the four answer choices.

- ***Consider every choice***

You must choose, from four alternatives, the answer that best addresses the question. Some of the alternatives (distractors) will look attractive because they include an irrelevant detail, a common misconception, or apply the right information in the wrong way.

- ***Spend test time wisely***

Many tests are arranged so that the easiest items are first and the hardest are last. The Mississippi Subject area test is not arranged that way. Questions are randomly inserted with an emphasis on ensuring that the test is not chronologically formatted. This random arrangement does occasionally line up hard questions followed by easier ones, but this is random and not by design. If you do run into a few difficult questions, move past them to those questions that you know you can answer, then go back to the harder ones and reattempt to answer them.

- ***Check your work***

There are several places where carelessness can cause you to answer incorrectly. The first is the initial reading of the question. Read every item carefully. The second is in choosing the answer. You should evaluate each answer option critically to make sure it actually answers the question. The third possibility for making a mistake is in the transfer of the correct answer to your answer sheet. You should ask yourself two questions: "Am I on the right question number in the right section of the test?" and " Is this the answer I mean to mark?"

For the Teacher:

Exposure to a variety of types of multiple-choice questions is crucial to any student's success on the U.S. History from 1877 Subject Area Test. There are numerous considerations, however, when constructing or choosing multiple-choice questions.

1. With respect to the item as a whole, the teacher must consider whether:
   a. The item tests knowledge of a skill that is worth while and appropriate for all students.
   b. There is a significantly better way to measure what the item tests.
   c. The item is within the appropriate range of difficulty for the intended student population.

2. With respect to the stem, the teacher should consider whether the item:
   a. Poses a clearly defined problem or task.
   b. Contains only necessary information.
   c. Can be worded more clearly or concisely.

3. With respect to the options, the teacher should consider whether:
   a. They are reasonably parallel in structure.
   b. They fit logically and grammatically with the stem.
   c. They can be worded more clearly and concisely.
   d. They are so inclusive that they logically eliminate another more restricted option from being the unique key.

When using tests written by others-

4. With respect to the key (best answer), the teacher should determine:
   a. Which option the teacher thinks is intended to be the correct answer. (In cases where the item writers have actually marked the key, verify that your choice agrees with theirs.)
   b. Whether the key actually answers the question posed.
   c. Whether the key needs to be made less obvious in relation to the other options or the stem. (Should it be shorter, longer, more detailed, or more abstract?)

5. With respect to the distractors, the teacher should consider whether:
   a. There is any possible justification for considering one of them as an acceptable response to the question.
   b. They are sufficiently plausible to attract students who are misinformed or inadequately prepared. (The distractors, however, must not be a set of irrelevant responses.)
   c. Any of them unnecessarily calls attention to the key. For example, no option should simply state the opposite of the key or, conversely, resemble the key very closely, unless another pair of options involves similar opposition or parallelism.

Analyzing an Assessment Item

The following terms describe the various components of a multiple-choice item:

Stimulus – The piece of art or referent that prompts a response.
Stem – The item stem actually states the problem. This can be posed as a question or as an incomplete statement.
Distractor- The incorrect answers to a multiple-choice item.
Key – The correct choice to a multiple-choice item.

Read the passage and answer the question that follows.

> *"In a land of great wealth, families must not live in hopeless poverty. In a land rich in harvest, children must not go hungry .... In a great land of learning and scholars, young people must be taught to read and write."*

Stimulus

This statement from 1964 summarizes the guiding philosophy behind- **Stem**

A. Theodore Roosevelt's "Square Deal." ← Distractor
B. Franklin Roosevelt's "New Deal." ← Distractor
C. John Kennedy's "New Frontier." ← Distractor
D. Lyndon Johnson's "Great Society." ← Key

Options

The U.S. History from 1877 Subject Area Test requires that students demonstrate an understanding of the material at three levels of cognitive thinking. The three cognitive levels on the test are based on learning expectations (what the student should have learned and the skills they exercise to determine the correct answer), not item difficulty.

The levels are-

High: The student exercises thinking skills in that he/she must demonstrate a significant degree of interpretation, analysis, or application of information.

Medium: The student must demonstrate some degree of interpretation beyond recall of content information.

Low: The student must simply recall significant or important information from memory.

1. The American President during the Korean War was:
   a. Theodore Roosevelt
   b. Franklin D. Roosevelt
   c. Harry Truman ⇐
   d. John Kennedy

This is a simple recall question. The question only asks the student to choose the appropriate response from a list of choices. The student is, however, required to have general knowledge of the various groups. This question must be considered a **low** cognitive level question because it only requires a simple recall of information.

2. Which pair of events illustrates a cause and effect relationship?

   a. Red Scare – Demand for Limits on Immigration ⇐
   b. Rebirth of KKK- Harlem Renaissance
   c. Sacco and Vanzentti Trial – Nineteenth Amendment
   d. Scopes Trial – Teapot Dome Scandal

Although it appears to be a basic recall question, the student must understand several factors and follow a process to arrive at the appropriate response.

First: The student must be familiar with the period addressed in the question.
Second: The student must consider the cause for each of the events.
Third: The student must understand and recognize the relationship between the events.

This question must be considered to have a **medium** cognitive level, because the student needs to only recall the cause to conclude the effect.

3.

> Woodrow Wilson said, "Our whole duty for the present, at any rate, is summed up in this motto: "America First: Let us think of America before we think of Europe."

According to the text above, which role for the United States did Woodrow Wilson favor in relation to war in Europe?

a. Activism
b. Internationalism
c. Neutrality ⇐
d. Protectivism

This item requires the student to know the context in which the quoted statement was made (the debate over whether or not to assist the British in the war against Germany). The date

and the reference to Woodrow Wilson as President should prompt the student to recall the foreign policy issue of intervention vs neutrality. The knowledgeable student will know this quote deals with Wilson's position that the U.S. should maintain neutrality. The distracters are simply terms that may sound plausible to the unknowledgeable student. This question has a **high** cognitive level.

Open-ended Items

Common errors

Many of the common errors students make when writing answers to open ended questions are:

1. **Misinterpretation of the questions**
   A student may not read the questions completely or may not understand what the question is asking.
2. **Poor paragraph organization**
   A student may not organize the paragraph in a way that answers the question. Due to poor paragraph organization the student excludes information they may know, simply because they do not know where in the paragraph to include it.
3. **Creative writing vs historical academic writing**
   The creative writing styles learned in many English classes may not lend itself to writing in a historical text.
4. **Lack of clarity and conciseness**
   A student who does not have a clear grasp of the content the question addresses, may write around the question, rather than writing a concise response to the question. Students sometimes believe that the more they write, the more it appears they know.
5. **Lack of introduction and conclusion**
   Students sometimes fail to provide a clear statement that addresses their response to the question.
8. **Common grammatical errors**
   Lack of capitalization, misplaced commas, run-on sentences, creation of paragraphs when there is no need, misspelled words and sentence fragments are common grammatical errors.

Strategies

There are a few things that students ***must*** learn to do in order to answer any open-ended question fully.

- **Read the question to find out exactly what the question is asking.**
- **Analyze the terminology used in the question.**

Examples of this terminology are:
Assess - to estimate the value or significance of something.

Characterize – to depict or give the distinguishing trait of something.

Analyze – to break down, in order to understand the relationship of individual parts.

Classify – to group according to relationships, to categorize.

Compare- to point out similarities and differences between objects with the emphasis on similarities.

Contrast – to stress differences between objects.

Define – to give a clear concise meaning for a term. Generally, it consists of identifying the class to which a term belongs, and explain how it differs from other things in that class.

Discuss – to treat a subject fully, providing background information and explaining how parts relate to each another.

Evaluate – to make a value judgement, a statement of negative and or positive worth. To consider the merits of, to appraise, to judge.

Explain – to make plain, to clarify.

Illustrate - to make clear by use of examples or visual features.

Identify – to distinguish one or more things or people from a larger number.

Summarize- to reduce by citing main points relevant to an issue in condensed, abbreviated form with details, illustrations, and examples omitted.

Trace – to present – in step-by-step sequence – a series of facts somehow related either in terms of time, order, or causes and subsequent effects. To show the order of occurrences in a series of events.

Scoring Open-ended Items

To help the student understand the teacher's expectations, involve the student in the creation or use of a scoring rubric. This allows the student to know where the targets of the assignment or question are and allows them to be involved with the process. This involvement will motivate students to "buy in" to the work and strive to do their best. The most common holistic rubric is the style rubric used in scoring the open-ended items on U.S. History from 1877 Subject Area Test.

To help prepare students for the open-ended items on the U.S. History from 1877 test, construct or reproduce the Subject Area Test rubric and provide them to all students. Use this rubric in grading any discussion, short answer, or essay question assigned in or out of class. A few non-recorded writing exercises could be assigned to allow students the opportunity to grade each others papers, giving them experience and insight into how the rubric will be used to grade their responses on the Subject Area Test.

Mississippi Subject Area Testing Program - U. S. History From 1877 Rubric for Open-ended Items

Student responses to open-ended items receive a score of 0, 1, 2, 3, or 4, based on the following general rubric:

4 The student response

- exhibits a complete understanding of social studies content and concepts.
- is correct and all supporting facts are accurate.
- thoroughly addresses issues relevant to the concept, but may contain minor inaccuracies or irrelevant information that does not detract from the overall quality of the response.
- is clearly focused, well organized, and shows an understanding of all sides of the issue.
- contains sufficient detail to convey thorough understanding.

3 The student response

- exhibits an adequate understanding of social studies content and concepts.
- is generally correct, but may have some inaccuracy in supporting facts.
- generally and somewhat accurately addresses issues relevant to the concept with minor errors that do detract from the overall quality of the response.
- is clearly focused, well organized, but fails to show a full understanding of all sides of the issue.
- lacks enough significant detail to convey a thorough understanding.

2 The student response

- exhibits a partial understanding of social studies content and concepts.
- is incomplete, with few supporting facts indicting little understanding of the issue.
- partially addresses issues relevant to the concept with significant errors that detract from the overall quality of the response.
- provides some evidence of reasoning but there are gaps in focus and organization.
- offers weak supporting detail that conveys limited understanding.

1 The student response

- exhibits a minimal understanding of social studies content and concepts.
- attempts to answer the question, but offers little understanding of the issue.
- vaguely touches on the issues relevant to the concept with numerous errors that significantly detract from the overall quality of the response.
- offers little or no supporting detail that conveys limited understanding.

0 The student response

- exhibits no understanding of relevant social studies content and concepts.
- attempts but fails to touch on the issues relevant to the concept.
- does not address the issue or concept.
- offers an incorrect interpretation unsupported by fact.
- is off-topic.
- is written in a foreign language.
- is written illegibly.
- is a copy of the item.
- is a refusal to respond.
- is blank.
- is incomprehensible.

Section IV

Additional Teaching Strategies
And
Sample Assessment Items

International Relations

Assessment Strand

International Relations

***Competency 1*. Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.**

Objective – c.
Explain the changing role of the United States in world affairs since 1877 through wars, conflicts, and foreign policy (e.g., Spanish-American War, Korean conflict, containment policy, etc.).

Teaching Strategies / Concepts

Sample question 1c.1----------

(1c.1) Have the students analyze early 20th century immigration regulations and statistics to understand how they reflect feelings of isolationism and prejudice.

(1c.2) Have the students analyze and examine the United States role in the creation of and support for, the League of Nations and the United Nations.

(1c.3) Examine the United States' International role before World War II (e.g., Lend Lease Act, The Atlantic Charter, etc.).

(1c.4) Examine the increased involvement of the United States in post WWII international affairs (e.g., The United Nations, NATO, etc.).

Sample question 1c.5----------

(1c.5) Have the students examine the successes and failures of the foreign policies of Presidents Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton.

Objective –d
Trace the expansion of the United States and it acquisition of territory from 1877 (e.g., expansionism and imperialism).

Sample question 1d.1----------

(1d.1) Have students trace United States' imperialistic foreign policy in the latter 1800's.

(1d.2) Have students examine how the United States acquired Hawaii.

***Competency 2*. Describe the impact of science and technology on the historical development of the United States in the global community.**

Teaching Strategies / Concepts

Objective - a
Analyze the impact of inventions on the United States (e.g., telephone, light bulb, etc.).

(2a.1) Have the students list the electronic items found in their homes and determine if they were American inventions (e.g., microwave televisions, VCRs, video games etc.).

Objective - b
Examine the continuing impact of the Industrial Revolution on the development of our nation (e.g., mass production, computer operations, etc.).

Sample question 2b.1----------

(2b.1) Have students list the types of weapons that were initially developed in the United States (e.g., aircraft, submarines, atomic bomb, etc.).

(2b.2) Have the students research how techniques used in various peacetime industries were adapted to wartime mass production.

(2b.3) Have the students research the various ways that computer technology has impacted United States' Foreign Policy since the 1960's (e.g., space race, weapons technology, telecommunications, etc.).

Objective- c
Describe the effects of transportation and communication advances since 1877.

(2c.1) Have the students explore the correlation between the Space Race and the Cold War (e.g., Sputnik, moon mission, telecommunication Satellites, etc.).

(2c.2) Have students research the impact of United States' domination of the petroleum industry in the latter 1900's (e.g., resources, technology, economic support, etc.).

(2c.3) Have the students identify some of the large scale projects that have impacted the United States' military or international economic security (e.g., Panama Canal, transcontinental railroad, St. Lawrence seaway, etc.).

Sample question 2c.3----------

***Competency 4*. Demonstrate the ability to use social studies tools** (e.g., timelines, maps, globes, resources graphs, a compass, technology, etc.).

Teaching Strategies and Concepts

Objective- a
Interpret special purpose maps, primary and secondary sources, and political cartoons.

Sample question 4a.1 ----------

(4a.1) Have students analyze political cartoons that demonstrate the various aspects of Franklin D. Roosevelt's administration (e.g., New Deal, WPA, court packing, Lend Lease, NRA, etc.).

(4a.2) Have students use maps to trace immigration patterns to the United States since the mid nineteenth century (e.g., Italy, Great Britain, Ireland, Central Europe, etc).

Objective- b
Analyze technical information on graphs, charts and timelines.

(4b.1) Have students chart the increase in the number of United States troops in Vietnam through the Johnson and Nixon administrations.

Sample question 4b.2----------

(4b.2) Have students create a timeline outlining the major events of the Cold War.

(4b.3) Provide the student with various statistical pieces of information related to ethnic and immigrant growth rates in the United States between 1900 and 1999. Have the Students draw diagrams comparing these groups.

Objective- c
Locate areas of International conflict
(e.g. Caribbean, Southeast Asia, Europe, etc.).

(4c.1) Have the students locate and identify the territory the United States government either acquired or exercised control over as a result of the Spanish American War (e.g., Philippines, Puerto Rico, Guam, Cuba, etc.).

(4c.2) Have the students locate and identify the major World War II campaigns and Battles that the United States played a key role in (e.g., Pearl Harbor, North Africa, Normandy, Okinawa, Hiroshima, etc.).

(4c.3) Have the students locate and identify trouble spots during the Cold War (e.g., North Korea, South, Korea, Nationalist China "Taiwan", Communist China, USSR, Suez Canal, Israel, West Berlin, Cuba, Vietnam, Angola, South America, etc.).

Sample question 4c.3----------

(4c.4) Have the students locate and identify major battles, strategic sites, and controversial incidents of the Vietnam War (e.g.,Tonkin Gulf, DMZ, Tet Offensive, Ho Chi Minh, etc.).

International Relations Practice Test Items

(1c.1) International Relations

The purpose of the Gentlemen's Agreement of 1907-1908 was to -

A. encourage Chinese immigration.
B. limit Japanese emigration. ⇐
C. make the literacy test illegal.
D. restrict all immigration.

(1c.5) International relations

The cartoon below is describing the foreign policy failure, during the Kennedy administration, with which communist leader?

A. Juan Jimenez
B. Joseph Stalin
C. Ho Chi Minh
D. Fidel Castro ⇐

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(1d.1) International Relations

The United States gained access to the rich China market because of -

A. spheres of influence.
B. the Dollar Diplomacy.
C. the Open Door Policy. ⇐
D. the Gentleman's Agreement.

(2b.1) International Relations

The powerful secret weapon the United States developed during World War II was the -

A. nuclear submarine.
B. atomic bomb. ⇐
C. Enola Gay.
D. aircraft carrier.

(2c.3) International Relations

The United States constructed the Panama Canal **PRIMARILY** to -

A. allow immigrants to reach San Francisco easier.
B. allow faster naval travel between the Atlantic and Pacific Oceans. ⇐
C. speed up diplomatic communications between countries of America.
D. provide super tankers a cheaper passage.

(4a.1) International Relations

One may conclude from the cartoon below, that Franklin Roosevelt's international trade agreements were -

a. based on the precedents set by former American Presidents.
b. supported by the general public.
c. not supported by the Senate Foreign Relations Committee. ⇐
d. sabotaged by the French and British.

Find Where Our International Agreements Fall

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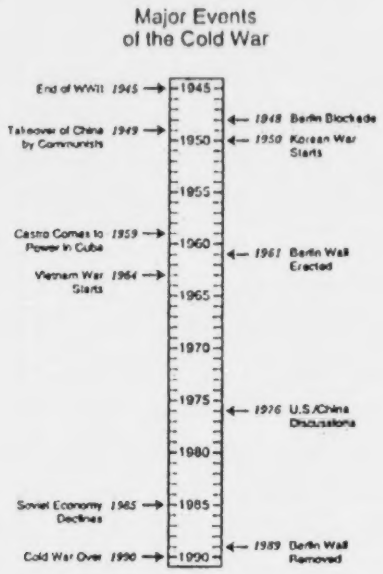
(4b.2) International Relations

According to the time line below, the only armed combat involving the United States during the Cold War Period began in -

a. 1948 and 1961.
b. 1945 and 1976.
c. 1950 and 1964. ⇐
d. 1959 and 1961.



(4c.3) International Relations

The Bay of Pigs Invasion took place in which communist controlled country?

a. Vietnam
b. Haiti
c. Russia
d. Cuba ⇐

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Domestic Affairs

Assessment Strand

Domestic Affairs

***Competency 1*- Explain how geography, economics, and politics have influenced the historical development of the United States in the global community**

Objective - a

Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues (e.g., gold standard, free coinage of silver, tariff issue, laissez faire, deficit spending etc.).

Teaching strategies / Concepts

(1a.1) Have the students examine, then discuss, the changing role of women in the work force in the late 19th century and throughout the 20th century.

(1a.2) Have the students analyze the problems farmers faced throughout the late 19th century and their cooperative efforts to solve these problems.

(1a.3) Have the students identify and research the "Robber Barons" of the late 19th and early 20th centuries. Have students use a Venn diagram in identifying qualities that made these men "Robber Barons" or "Captains of Industry."

Sample question 1a.3 ----------

(1a.4) Have the students identify and trace the main causes for the labor movements in the late 1800's (e.g., working conditions, work tragedies, etc.).

'Sample question 1a.5 ----------

(1a.5) Have the students identify and analyze the causes of the Great Depression.

Objective – b

Explain the emergence of modern America from a domestic perspective (e.g., frontier experience, Industrial Revolution and organized labor, reform movements of Populism and Progressivism, Women's Movement, Civil Rights Movement, the New Deal etc.).

(1b.1) Have students contrast the cultures of Native Americans and white settlers and examine why white settlers moved west.

(1b.2) Trace the history and leadership of the Knights of Labor and the American Federation of Labor.

Sample question 1b.2----------

(1b.3) Have students examine progressive efforts to clean up state and local governments, protect workers, and reform elections.

*(1b.4)*Have students analyze the various aspects of Theodore Roosevelt's domestic polices such as the Square Deal and outline how he used the power of his office to regulate business.

Sample question 1b.4 ----------

(1b.5) Have students trace key figures and the steps involved in the fight for Women's Suffrage.

(1b.6) Have the students examine the social impact of the "Red Scare" on American society.

Sample question 1b.6 ----------

(1b.7) Have students analyze a major social/political issue, highlighting its impact on their lives today (e.g., the spread of AIDS, crime, affirmative action, drug abuse, health reform, voter apathy, etc.).

Objective - d

Trace the expansion of the United States and its acquisition of territory from 1877 (e.g., expansionism and imperialism).

*(1d.1)*Examine the concept of Manifest Destiny and the role of gold and mining in luring people to the American West.

(1d.2) Examine the role of yellow journalism and its impact on United States' involvement in the Spanish-American War.

Sample question 1d.2 ----------

Competency 2. **Describe the impact of science and technology on the historical development of the United States in the global community.**

Teaching strategies / Concepts

Objective-a

Analyze the impact of inventions on the United States (e.g., telephone, light bulb, etc.).

(2a.1) Discuss the effects of scientific discoveries and technological innovations such as electric power, the telegraph and telephone, petroleum based products, medical vaccinations, and computers on the development of the United States.

(2a.2) Explain how technological innovations in areas such as space exploration, have led to other innovations that have impacted American's daily life and improve their standard of living.

Sample question 2a.2 ----------

Objective- b

Examine the continuing impact of the Industrial Revolution on the development of our nation (e.g., mass production, computer operations, etc.).

Sample question 2b.1 ----------

(2b.1) Analyze how the rise of big business, heavy industry, and mechanized farming transformed the American way of life.

(2b.2) Examine the role and impact of various American industries in World War II (e.g., Production rates of Aircraft, Ships, Weapons, etc.).

Objective -c

Describe the effects of transportation and communication advances since 1877.

(2c.1) Have the students analyze the connections between the movement to regulate railroads and the social and political movements of the late 1800's and early 1900's.

(2c.2) Examine the role that mass and private transportation have had on the suburban growth of the United States (e.g., subways, automobiles, buses, etc.).

(2c.3) Have the students analyze the impact that the various forms of mass communications have had on American society, politics, and economics (e.g., space, television, radio, computers, etc.).

Sample question 2c.3 ----------

Competency 3. **Describe the relationship of people, places, and environments through time.**	***Teaching strategies / Concepts***
Objective - a *Analyze human migration patterns since 1877 (e.g., rural to urban, the Great Migration, etc.).*	*(3a.1)* Outline (color code or shade) a map of the United States that shows movement into and out of the various regions including the Sun Belt and Rust Belt.
Sample question 3a.1 ----------	
Objective -b *Analyze how changing human, physical, and geographic characteristics can alter a regional landscape (e.g., urbanization, Dust Bowl, etc.).*	*(3b.1)* Examine the affect that plowing windmills, and barbed wire, had on the Great Plains region of the United States.
	(3b.2) Using primary source information, analyze the impact that the work programs of the depression had on the physical environment of the West and South (e.g., Hoover Dam, Grand Coulee Dam, TVA. etc.).
	(3b.3) Have the student research and then discuss the causes of the Dust Bowl and what programs were instituted by the government to alleviate this problem.
Sample question 3b.3----------	

Competency 4. **Demonstrate the ability to use social studies tools** (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc).

Teaching Strategies/ Concepts

Objective – a
Interpret special purpose maps, primary/ Secondary sources, and political cartoons.

Sample question 4a.1 ----------

(4a.1) Have the students examine political cartoons and posters used in World War I and World War II to determine their use as propaganda for the various sides.

(4a.2) Distribute a map of the United States and have the students locate and outline various geographical, physical, and population regions of the United States since 1877.

(4a.3) Using blank maps have the students outline the territorial growth of the United States from 1877 to its current borders.

(4a.4) Using political cartoons from President Ulysses S. Grant's administration through the current Bush administration, have the students determine the public opinion toward each administration.

Sample question 4a.5

(4a.5) Using primary and secondary sources have the students analyze the change in the American public attitude from opposing the League of Nations to support of the United Nations.

Objective – b
Analyze technological information on graphs, charts, and timelines.

Sample question 4b.1----------

(4b.1) Have students construct a timeline tracing the events which led to the U.S. entry into World War I (e.g., Wilson's request for neutrality, Lusitania, Sussex, Zimmerman Note etc.).

(4b.2) Have students analyze charts containing any statistical information and regulations on immigration. Have students determine how the charts might reflect the nations feelings of isolationism and prejudice.

(4b.3) Provide the students with economic data from the Hoover and FDR administration and have them create a graph or chart that reflects the similarities and differences (e.g., GNP, unemployment, deficit spending, personal income, etc.).

(4b.4) Allow the students to research the New Deal programs of FDR to determine their purposes and goals. Have students create a chart that reflects the success or failure of one or more of these programs.

Competency 5. **Analyze the Contributions of Americans to the ongoing democratic process to include civic responsibilities.**	***Teaching Strategies / Concepts***
Objective –a *Examine various reform movements (e.g., Civil rights, Women's movement, etc.).*	(5a.1) Have the students trace the rise and various goals of the reform movements and identify the key figures involved in each (e.g., Populist, Socialist, Temperance, Women's, Civil Rights, Labor, etc.).
	(5a.2) Have the students research and categorize the effectiveness of the various methods of civil disobedience used in the Civil Rights Movements of the 1960's *(e.g. ,marches, sit-ins, etc.).*
Sample question 5a.3 ----------	*(5a.3)* Have students identify the constitutional amendments that have led to increased civil rights (e.g., 15th, 19th, 26th).
Objective b *Examine the governments role in various movements (e. g. Arbitration, 26th amendment, etc.).*	*(5b.1)* Have the student examine the U.S. government's domestic trade legislation and identify the ways it increased the federal governments role in domestic affairs (e.g. Sherman Anti-trust Act, Interstate Commerce Act, Clayton Anti-trust , Fair Labor standards Act, Wagner Act, etc.)
Sample question 5b.1 ----------	*(5b.2)* Students should research and interpret the Voting Rights Act of 1964 and its subsequent amendments.

Domestic Affairs Practice Test Items

"Not evil but good has come to the race from the accumulation of wealth by those who have the ability and energy that produce it."

(1a.3)Domestic affairs

Industrialist Andrew Carnegie used which of the following terms to describe the economic philosophy in the quotation above?

A. Gospel of Wealth ⇐
B. Socialism
C. Bimetallism
D. Share Our Wealth

(1a.5) Domestic affairs

Black Tuesday refers to the day when the -

A. Dust Bowl began.
B. stock market crashed. ⇐
C. banks were all closed.
D. industrial workers lot their jobs.

(1b.2) Domestic affairs

In the 1880's, which one of the following did the **GREATEST** harm to the Knights of Labor and the organized labor movement in the United States?

A. The membership policies endorsed by the Knights of Labor.
B. The bombing incident in Chicago's Haymarket Square. ⇐
C. Competition from the American Federation of Labor.
D. The election of James G. Garfield as President of the United States.

(1b.4) Domestic affairs

Theodore Roosevelt attempted to correct some abuses in the area of antitrust by -

A. prohibiting blemished products.
B. increasing buying power for the farmers.
C. distinguishing good from bad trusts. ⇐
D. using socialists principles.

(1b.6) Domestic affairs

The "Red Scare" of the 1920's reflect American -

A. intolerance toward anarchists.
B. dissatisfaction with labor membership. ⇐
C. disdain for prohibition.
D. rejection of communism.

(2a.2) Domestic affairs

In the latter 1900's, the United States space program's technological contributions include all of the following EXCEPT -

A. a communications revolution.
B. new energy sources. ⇐
C. improved techniques for mapping the earth.
D. improved weather forecasting systems.

(2b.1) Domestic affairs

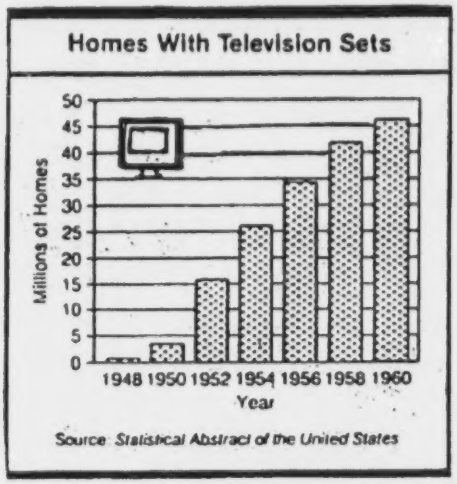
In what way did farm mechanization affect the population migration in the early 20th century?

A. It allowed more acreage to be farmed and increased the demand for farm workers.
B. It reduced the money needed to farm; thereby, encouraging more people to begin farming.
C. It created a flood of rural jobs needed to build and maintain the machinery farmers used.
D. It meant fewer workers could farm more acreage, resulting in large-scale migration to cities. ⇐

(2c.3) Domestic affairs

Based on the trends in the graph below, what is the **BEST** conclusion that can drawn about United States culture in the 1950's?

A. Movie theaters began to use smaller screens to show films.
B. United States' suburbs became more dependent on the automobile.
C. Interests in professional sports declined in the United States.
D. Public opinion toward American foreign policy was heightened. ⇐



(3a.1) Domestic affairs

American participation in World War I contributed to the economic opportunities available to African Americans by -

A. creating a need for African American workers on Midwestern grain farms.
B. encouraging the Black American owners of small businesses to seek war contracts.
C. Inflating the price of cotton and thus increasing profits from sharecropping.
D. Opening up northern industrial jobs to African American workers. ⇐

BEST COPY AVAILABLE

(3b.3) Domestic affairs

Which of the following was a **MAIN** objective of the Agricultural Adjustment Act (AAA)?

A. Increase farm production
B. Raise prices of farm products ⇐
C. Provide pensions for retired farmers
D. Encourage more people to enter farming

(4a.1) Domestic affairs

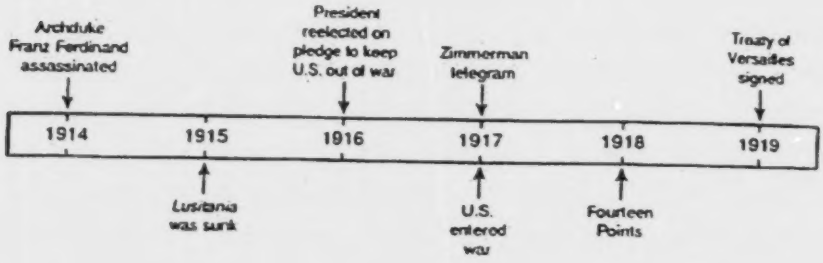
The poster below encourages -

A. women to join the military.
B. women to work in factory jobs that men ordinarily held. ⇐
C. women to exercise their physical strength against men.
D. women to exercise their political strength.

(4b.1) Domestic affairs

Who was the American President during the period shown on the time line below?

A. Theodore Roosevelt
B. Woodrow Wilson ⇐
C. Warren Harding
D. Calvin Coolidge



(4b.4) Domestic affairs

> "...we have joined in alliance with all the European nations which have thus far joined the League, and all nations which may be admitted to the League. We are sitting there dabbling in their affairs and meddling in their concerns. In other words - and this comes to the question which is fundamental to me - we have surrendered, once and for all, the great policy of "no entangling alliances' upon which the strength of this Republic has been based for 150 years."
>
> William Borah, *United States Senate*

Based on the above quote, Senator Borah **MOST** opposed the United States' participation in the League of Nations because it -

A. imposed harsh terms on Germany.
B. established new national boundaries in Europe.
C. committed the U.S. to future world conflicts. ⇐
D. encouraged United States' arm reduction.

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(5a.3) Domestic affairs

The ratification of the 26th Amendment in 1971 was a response to the demands of people who were -

A. homeless, but still wanted to vote.
B. old enough to fight, but not old enough to vote. ⇐
C. permanent residents, but still citizens of other countries.
D. citizens, but who lived and worked abroad.

(5b.1) Domestic affairs

How did New Deal programs and policies change the role of the federal government in domestic affairs?

A. States were given the exclusive powers to implement relief programs for unemployment.
B. The federal government expanded its role by providing for the welfare of its citizens. ⇐
C. The federal government implemented new security procedures by interning suspected traitors and spies.
D. States were granted authority to regulate businesses within their boundaries.

Geography

Competency 1. **Explain how geography, economics, and politics have influenced the historical development of the United States in the Global community.**

Assessment Strand

Geography

Objective - a

Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues (e.g., gold standard, free coinage of silver, tariff issue, laissez-faire, deficit spending, etc.).

Teaching strategies / Concepts

(1a.1) Have the students examine how the pursuit of economic opportunity led settlers to push westward (e.g., Homestead Act, railroad construction, government polices toward Native Americans, etc.).

(1a.2) Have students analyze the unique regional farming problems experienced by the settlers of the west and how they sought to solve them (e.g., Grange, railroad regulation, farming technology, free coinage of silver, etc.).

Sample question 1a.2----------

(1a.3) Have the students examine the causes for the energy crisis in the later 20th century and analyze its impact on the U.S. population and the governments political and economic policies.

Objective -b

Explain the emergence of modern America from a domestic perspective
(e.g., frontier experience, Industrial Revolution and organized labor, reform movements of Populism and Progressivism, Women's Movement, Civil Rights, the New Deal, etc.).

(1b.1) Have students examine the westward movement of settlers and this movements impact on Native American culture.

(1b.2) Have the students trace the routes of various immigrant groups settlement patterns within the United States.
(e.g., Spanish, German, Irish, Exodusters, etc.).

(1b.3) Have students examine causes for various migration patterns in the late 19th and early 20th centuries.

Sample questions 1b.3----------

Objective- c

Explain the changing role of the United States in world affairs since 1877 through wars, conflicts, and foreign policy (e.g., Spanish-American War, Korean conflict, containment policy, etc.)

(1c.1) Have the students analyze immigration records and then write a one page position paper on whether they think having a large immigrant population from a given country affects U.S. foreign policy toward that country.

(1c.2) Have the students debate whether the United States' physical location contributed to the policy of isolationism.

(1c.3) Have students determine which territories gained in the Spanish-American War are still under American control (e.g., Philippines, Guam, Puerto Rico, Cuba, etc.).

Sample Question 1c.3----------

(1c.4) Have the students locate the areas of military and political conflict that were a result of the United States Cold War containment policies
(e.g., Korean War, Vietnam, Cuba, etc.).

(1c.5) Have students analyze the argument that acquiring territory was important for improving trade in the early 20th century.

Objective –d
Trace the expansion of the United States and its acquisition of territory from 1877 (e.g., expansionism and imperialism, etc.).

Sample question 1d.2----------

(1d.2) Have students analyze the concept of *Manifest Destiny* and the role it played in the popular support for United States' expansionism.

(1d.3) Have students trace the increase of United States territorial control in the late 19th and early 20th century (e.g., Panama canal, Cuba, Puerto Rico, Guam, etc.).

Competency 2. **Describe the impact of science and technology on the historical development of the United States in the global community .**

Teaching Strategies / Concepts

Objective - a

Analyze the impact of inventions on the United States (e.g., telephone, light bulb, etc.).

(2a.1) Have students analyze the impact that the improved farming techniques have had on settlement patterns in the United States.

(2a.2) Have students examine how the abundance of natural resources, new recovery and refining methods coupled with the new uses for these resources led to increased industrialization (e.g., Petroleum, iron, steel, electricity, etc.).

(2a.3) Have students research the affect that various inventions have had on migration patterns (e.g., automobiles, air conditioner, railroads, solar energy, etc.).

Sample question 2a.3----------

Objective b

Examine the continuing impact of the Industrial Revolution on the development of our nation
(e.g., mass production, computer operations, etc.).

(2b.1) Have the students assess the engineering challenges of the WPA projects (e.g., TVA, Hoover Dam, etc.).

(2b.2) Have the students determine how the development of new farming techniques and increased industrialization impacted population patterns.

Sample question 2b.2----------

Objective -c
Describe the effects of transportation and communications since 1877.

Sample question 2c.1----------

(2c.1) Have students analyze the effect the automobile has had on the inner city business districts throughout the country.

***Competency 3*. Describe the relationship of people, places, and environments through time.**

Teaching strategies / concepts

Objective -a
Analyze human migration patterns since 1877 (e.g. rural to urban, the Great Migration, etc).

Sample Question 3a.1----------.

(3a.1) Have students examine the causes for the various migration patterns in the United States during the early 20th century (Okies, Great Migration, etc.).

(3a.2) Have students research the history of the interstate highway system and its role in the growth of the suburbs.

Objective -b
Analyze how changing human physical, geographic characteristics can alter a regional landscape (e.g., Dust Bowl, urbanization etc.).

Sample question 3b.1----------

(3b.1) Have students analyze the direct causes for the Dust Bowl in the Southwest and the impact it had on human settlement.

(3b.2) Have students examine the impact that the transcontinental railroad had on the Plains Indians.

Competency 4. **Demonstrate the ability to use social studies tools** (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

Teaching Strategies / Concepts

Objective -a

Interpret special purpose maps, primary/secondary sources, and political cartoons.

Sample question 4a.1----------

(4a.1) Have students examine the regions of the country that were affected by environmental problems due to over use of land.

(4a.2) Present cartoons dealing with Presidential elections for the past 20 years and have the students determine what the primary issues were for that election.

(4a.3) Using world maps, have the students research and then plot areas of known petroleum reserves to determine what percentage of these reserves lie within the United States.

Objective- b

Analyze technological information on graphs, charts, and timelines.

Sample question 4b.1----------

(4b.1) Using census records from the Department of Immigration have the students determine the region or country of the world that is the primary source of immigrants.

(4b.2) Using police statistics have the students plot areas of civil conflicts within the United States in the latter 20th century (e.g., Watts Riots, Liberty City, Chicago, Los Angeles, etc.).

Objective- c

Locate areas of International conflict (e.g., Caribbean, Southwest Asia, Europe, etc.).

(4c.1) On a world map, have students plot regions and countries of the world involved in WWII prior to the United States' involvement (e.g., Europe, Manchuria, Southeast Asia, etc.).

(4c.2) Using a world map, have students plot international conflicts that the United States has been involved in unilaterally or as a member of an international force.

Geography Practice Test Items

(1a.2) Geography

What was the name of the reform movement farmers began in the 1890's ?

A. Suffrage
B. Populism ⇐
C. Conservatism
D. Civil Service

(1b.3) Geography

Which factor most contributed to the rise of cities in the East between 1880 and 1900?

A. The development of inexpensive urban housing through improved construction techniques.
B. Growth of industry and the spread of factories. ⇐
C. A wave of immigration from South America.
D. Federal highway programs helping tie the cities together as transportation hubs.

(1c.5) Geography

Which commonwealth of the United States emerged from the Spanish-American War?

A. Cuba
B. Hawaii
C. Puerto Rico ⇐
D. the Philippines

(1d.2) Geography

> "The Anglo-Saxon is the representative of two great ideas, which are closely related. One of them is that of civil liberty. Nearly all the civil liberty in the world is enjoyed by Anglo-Saxons... The other great idea represented by the Anglo-Saxon is that of pure, spiritual Christianity. It follows, then, that Anglo-Saxons, as the great representatives of these two ideas, have a special relationship to the world's future. They are divinely commissioned to be, in a sense, their brother's keeper...."
>
> From *Our Country: Its Possible Future and Its Present Crisis* by Josiah Strong

The quote above supports United States expansionism on the basis of -

A. the need for raw materials.
B. the belief in Anglo-Saxon superiority.
C. the desire for Cubans to be free of Spain.
D. the desire for cheap foreign labor in the U.S. ⇐

(2a.3) Geography

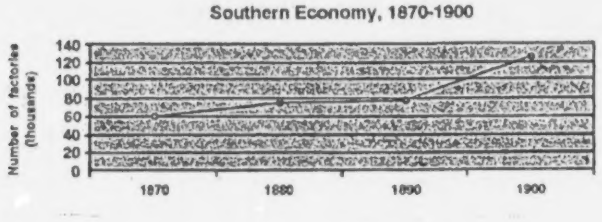
The air conditioner became available for home use in the 1950s. This invention contributed to a major migration that began after World War II and continues today. To which region of the United Stated has this migration occurred?

A. New England
B. Pacific Northwest
C. Sun Belt ⇐
D. Rust Belt

(2b.2) Geography

The economic trend shown on the graph below was **MOST** likely accompanied by -

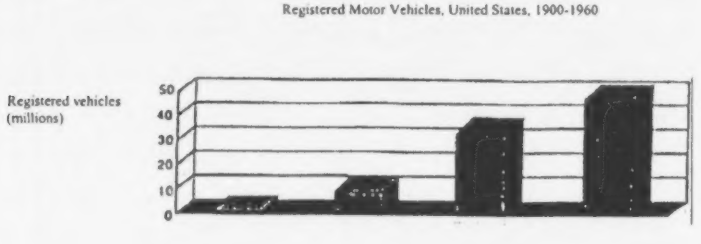
A. urban migration. ⇐
B. lower tariffs.
C. westward expansion.
D. decreased employment.



(2c.1) Geography

How did the trend on the graph below **MOST** affect the distribution of population in the United States?

A. Business districts in large cities grew
B. People began to move in increasing numbers to the suburbs ⇐
C. Industries were forced to relocate to rural areas
D. People were forced to live close to their jobs



(3a.1) Geography

Which of the following did **NOT** contribute to the settlement of the Great Plains?

A. The Homestead Act
B. Transcontinental railroads
C. Campaigns for European immigration
D. Immigration quotas ⇐

(3b.1) Geography

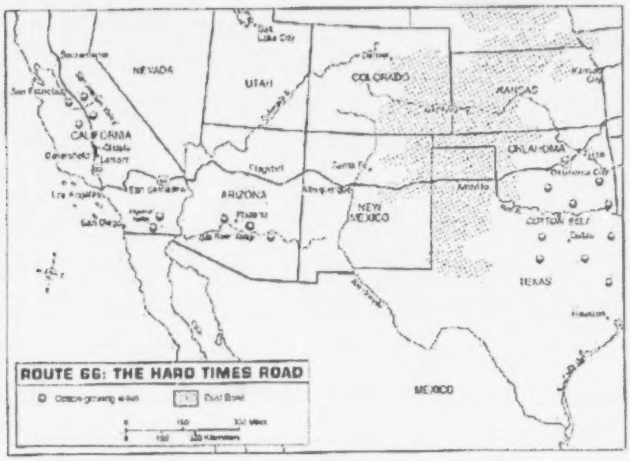
The Dust Bowl was caused by all of the following **EXCEPT -**

A. drought.
B. high winds.
C. crop rotation. ⇐
D. over production.

(4a.1) Geography

Based on the map below, which of the following states was **NOT** affected by storms of the Dust Bowl?

A. Kansas
B. Colorado
C. Texas
D. Arizona ⇐

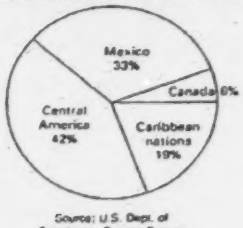


(4b.1) Geography

According the chart below, from which bordering country did the **MOST** people immigrate to the United States in 1989.

A. Canada
B. Mexico ⇐
C. The Caribbean Nations
D. Central America

Immigration to the U.S. from Other North American Nations, 1989



Source: U.S. Dept. of Commerce, Census Bureau

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Economics

Competency 1. **Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.**

Assessment Strand

Economics

Objective- b

Explain the emergence of modern America from a domestic perspective (e.g., frontier experience, Industrial Revolution, and organized labor, reform movements of Populism and Progressivism, Women's Movements, Civil Rights Movements, the New Deal, etc.).

Teaching Strategies / Concepts

(1b.1) Have students examine Franklin D. Roosevelt's attempts to end the the Depression and some of the programs he initiated to recover the economy (e.g., Bank Holiday, NRA, WPA, CCC, etc.).

Sample Question 1b.1----------

(1b.2) Have students examine the plight of the farmers in the different regions of the country and examine some of their attempts to gain relief (e.g., The Grange, Free silver, Populist Movement, etc.).

Objective- c

Explain the changing role of the United States in world affairs since 1877 through wars, conflicts, and foreign policy (e.g., Spanish – American War, Korean Conflict, Containment, etc.).

(1c.1) Have Students examine the political economic, and cultural factors that shaped American foreign policy at the turn of the century (e.g., Alfred Mahan, the Great White Fleet, Anglo Saxon Superiority, Industrial Growth, etc.).

Sample question 1c.2----------

(1c.2) Have the students create a time line and plot the following dates 1899, 1900, 1901, 1917, then identify a significant event associated with each date and the following countries Cuba, Puerto Rico, the Philippines.

Objective- d

Trace the expansion of the United States and its acquisition of territory from 1877 (e.g., expansionism and imperialism).

Sample question 1d.1----------

(1d.1) Have students trace the economic factors that led to the United States acquisition of Hawaii.

(1d.2) Have students outline and discuss various foreign policies that drove late 19th early 20th century administrations to expand American economic influence and military power (e.g., Open Door Policy, Roosevelt Corollary, Missionary diplomacy, etc.).

Competency 2 **. Describe the impact of science and technology on the historical development of the United States in the Global Community.**

Teaching Strategies / Concepts

Objective -a

Analyze the impact of inventions on the United States (e.g., telephone, light bulb, etc.).

Sample question 2a.1----------

(2a.1) Have students research farming inventions and innovations that have impacted the United States population growth (e.g., steel plow, mechanical reaper, steam thrasher, etc.).

(2a.2) Have students research inventions of the latter 20th century and write a report describing how a single invention has improved their quality of life (e.g., personal computers, pagers, cell phones, etc.).

Objective- b

Examine the continuing impact of the Industrial Revolution on the development of our nation (e.g., mass production, computer operations, etc.).

Sample question 2b.1----------

(2b.1) Have students examine the impact that accessibility to automobiles have had on American settlement patterns, life styles, income levels, etc.

(2b.2) Provide access to the internet and have students determine to what extent daily household chores may be accomplished via the internet (e.g., payment of bill, tax payment, shopping, etc.).

Objective- c

Describe the effects of transportation and communications advances since 1877.

Sample question 2c.1----------

(2c.1) Have students research and list what forms of public transportation have expanded the fastest since 1900 (e.g., railroads, automobiles, buses, airlines, ships, etc).

(2c.2) Have students examine the role of television as a means of promoting social values and then write a report explaining their findings.

Competency 3. **Describe the relationship of people, places, and environments through time.**

Teaching Strategies / Concepts

Objective - a
Analyze human migration patterns since 1877.

Sample question 3a.1----------

(3.a.1) Have students analyze census data from the early 20th century and then determine what historical events would have caused the various migrations and what labels have been attached to each (e.g., Okies,Great Migration, Suburbanites, etc.).

(3a.2) Have students determine which parts of the country benefited the most from migration and immigration.

Objective - b
Analyze how changing human physical, geographic characteristics can alter a regional landscape (e.g., urbanization, Dust Bowl, etc.).

Sample question 3b.1----------

(3b.1) Have students analyze the work of the musicians and artists of the Harlem Renaissance and complete a reflective essay on their impression of this time based on these works.

(3b.1) Using a map of the United States have students identify the locations of Japanese Internment camps during WWII. Students should then discuss the impact that internment had on all Americans.

Competency 4 **. Demonstrate the ability to use social studies tools** (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.)

Teaching Strategies / Concepts

Objective - a

Interpret special purpose maps, primary/ secondary sources, and political cartoons.

(4.a.1) Students should examine the rise of the labor unions and analyze why there were such deadly conflicts between the industrialist and the workers in the late 19th and early 20th century.

Sample question 4a.1----------

(4a.2) Students should trace, on a map, the expansion of the railroad system in the United States and explain why it helped determined the settlement patterns of the Western United States.

Objective - b

Analyze technological information on graphs, charts and timelines.

(4b.1) Students should analyze the causes of the Great Depression and compare them with the economic trends that have occurred in the United States since the 1930's.

(4b.2) Have students determine when the country began to recover from the Great Depression and explain what role, if any, the New Deal programs may have played in this recovery.

Sample question 4b.2----------

Objective - c

Locate areas of international conflict (e.g., Caribbean, Southeast Asia, Europe, etc).

(4c.1) Have students identify areas of the world that the United States has become involved due to economic dependence *(e.g., Hawaii, Middle East, etc.).*

Sample question 4c.1----------

Economics Practice Test Items

(1b.1) Economics

What was the PRIMARY reason for Franklin Roosevelt declaring a bank holiday early in his first term?

A. He wanted to acknowledge the role bankers had played in minimizing the effects of the stock market crash.
B. He wanted to have time to develop a general plan to protect the savings of most Americans. ⇐
C. He want to encourage bankers to foreclose on the homes and farms of borrowers who had failed to pay their loans.
D. He wanted as many people as possible in the banking industry to attend a meeting with the head of the newly created Federal Deposit Insurance Corporation.

(1c.2) Economics

Which of the following countries fought a war of independence against the United States from 1899 until 1902?

A. The Island of Guam
B. The Philippines ⇐
C. Okinawa
D. Japan

(1d.1) Economics

Which of the following groups advocated United States' efforts to annex the Hawaiian Islands?

A. American Sugar planters in Hawaii ⇐
B. Texas cattle ranchers in the mid west
C. Chinese workers in Hawaiian factories
D. New England Ship builders in industrial cities

(2a.1) Economics

Which invention helped Plains farmers cope with the shortage of water?

A. Steam engine
B. Cotton Gin
C. The steel windmill ⇐
D. Barbed wire

(2b.1) Economics

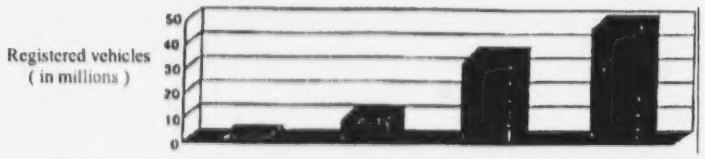
In the 1950's and 60's business establishments such as fast food restaurants were a direct result of American ownership of-

A. Televisions
B. Automobiles ⇐
C. Ham Radios
D. Telephones

(2c.1) Economics

According to the graph below, since 1900 American automobile owner ship has increased by approximately –

A. 10 million cars
B. 25 million
C. 47 million ⇐
D. 32 million



Register Motor Vehicles, United States 1900-1960

(3a.1) Economics

The Dust Bowl of the 1930's resulted in a mass exodus of the population of that region. To which region of the country did **MOST** of these economic refugees migrate?

A. The East
B. The South
C. The West coast ⇐
D. The Northeast

(3b.1) Economics

During the 1920's, the center of black intellectual and cultural life in America was -

A. Harlem in New York City ⇐
B. The South
C. Sierra Leone
D. Chicago

Henry Crews wrote:

The laboring man in this rich country has no ground for complaint. His vote is strong and he is raised thereby to the position of man. Under the government of this nation , the effort is to raise the standard of the human race and not to degrade it. In all other nations, it is the opposite .What, therefore, has the laborer to complain of in America? By striking and encouraging discontent, he stands in the way of the improvement of his race and of mankind.

Samuel Gompers wrote:

We may boast of our wealth and civilization, but to the hungry man and woman and child our progress is a hollow mockery, our civilization a fraud, and our "national wealth" a foolish idea. Inquire from the thousands of women and children whose husbands or father were crushed in the mines through the greed of stockholders demanding more dividends. Visit the hovels in which thousands of workers must try to live. Find out from employers whether the laborer is not regarded the same as a machine, thrown out as soon as all the work possible has been squeezed out of him.

(4a.1) Economics

Based on the excerpts above, the right of workers to vote is emphasized by -

A. Crews only ⇐
B. Gompers only
C. Both Crew and Gompers
D. Neither Crews nor Gomper

(4b.2) Economics

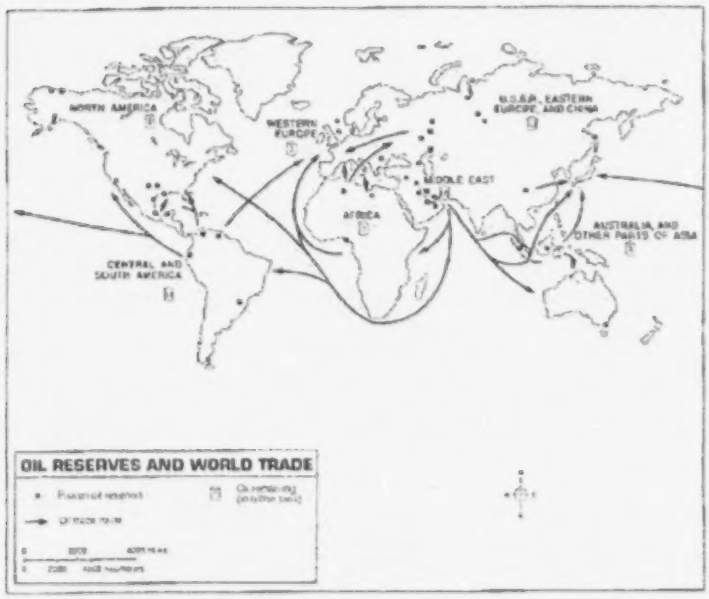
Which of the following New Deal measures was directly responsible for creating new jobs and putting people to work?

A. Wagner Act
B. Social Security Act
C. Civilian Conservation Corp ⇐
D. Agricultural Adjustment Act

(4c.1) Economics

Using the map below, determine which area of the world has the most oil remaining.

A. North America
B. Eastern Europe
C. Western Europe
D. Middle East ⇐



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Civics

Competency 4 **. Demonstrate the ability to use social studies tools** (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).

Objective - a

Interpret special purpose maps, primary/ secondary sources and political cartoons.

Sample question 4a.1----------

Assessment Strand

Civics

Teaching Strategies /Concepts

(4a.1) Have the students trace the major events in the struggle for equality during the Civil Rights Movement. (e.g., Little Rock, Selma, Memphis, Montgomery, etc.).

(4a.2). Assign the students a report on 3-4 Leaders of the Civil Rights Movement. Have them determine what event or situation caused each leader to become involved in the Civil Rights Movement then have them, in groups, create an oral report with visual aids.

Objective - b

Analyze technological information on graphs, charts, and timelines.

(4b.1) Have students develop several open-ended questions about the Civil Rights Movement then interview a person in the community about their involvement in the Movement.

Sample Question 4b.2 ----------

(4b.2) Have students research the evolution of civil rights in the United States and determine what legal measures were established to protect these rights.

Sample Question 4b.3 ----------

(4b.3) Have students survey voting age adults to gather information on voter apathy. Have them create a chart to reflect their findings.

Objective - c
Locate areas of international conflict (e.g., Caribbean, Southeast Asia, Europe, etc.).

(4c.1) Have students analyze United States' foreign policies for the 20th century and determine if any policies toward a country's citizens ran contrary to the policies or rights in America.

Competency 5. **Analyze the contributions of American to the ongoing democratic process to include civic responsibilities.**

Teaching Strategies/ Concepts

Objective - a

Examine various reform movements (e.g., Civil Rights, Women's movement, etc.).

(5a.1) Have students trace key figures in the various reform movements of the late 19th and early 20th century (e.g. Women's, Civil Rights, Movement, labor, Governmental reform, etc.).

(5a.2) Have students use a Venn diagram to compare the philosophies of Booker T. Washington and W.E.B. DuBois.

(5a.3) Have students trace the significant events and figures in the expansion of women's rights in the United States (e.g., Elizabeth Stanton, Seneca Falls, Susan Anthony, N.O.W., Gloria Steinem, ERA, etc.).

Sample question 5a.3----------

Objective -b

Examine the governments role in various movements (e.g., arbitration, 26th amendment, etc.).

(5b.1) Have the students examine the governments position on the court rulings related to civil rights in America (e.g., Plessy vs. Ferguson, Brown vs. Board of education, Topeka, Kansas, etc.).

(5b.2) Have the students study the events leading to the passage of the 26th Amendment and debate the pros and cons.

(5b.3) Have the students examine and trace the United States government's actions of the 20th century in support and opposition to women's rights. (e.g., ERA, 19th Amendment, Roe vs. Wade, etc.).

Sample question 5b.3----------

Objective -c

Examine the Governments role in the preservation of citizens rights
(e.g., 19th amendment, Civil Rights Act of 1964, etc.).

(5c.1) Have students research the various pieces of Federal legislation dealing with voting rights and write a short essay on the ways it has safeguard various groups
(e.g., Voting Rights Act of 1965, 15th Amendment, 26th Amendment, etc.).

(5c.2) Have the Students examine the impact of wartime on the rights and opportunities of African-American, women, Japanese-American, etc.

Sample question 5c.2----------

(5c.3) Explain to the students how electoral reforms such as referendums, direct primaries, initiatives, recall, the 17th and 19th amendments, the Australian ballot, led to more direct democracy.

Objective – d

Examine individuals duties and responsibilities in a democratic society
(e.g., voting, volunteerism, etc.).

(5d.1) Have students analyze a major current or past political issue.
(e.g., electoral college, affirmative action, drug war, etc.).

Civics Practice Test Items

(4a.1) Civics

During the Civil Rights Movement, the continuing struggle for African-American equality included all following **EXCEPT** -

A. the Immigration Act of 1965. ⇐
B. the march on Selma.
C. the drive for voter registration.
D. the Voting Rights Act of 1965.

(4b.2) Civics

A good title for the chart below is -

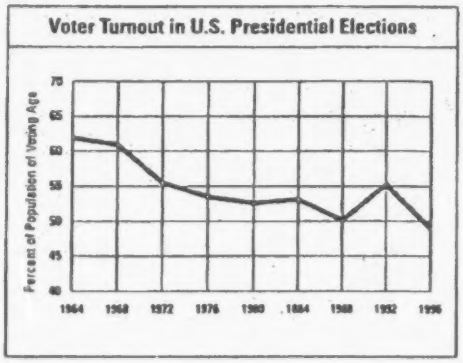
A. Kennedy-Johnson Civil Rights Laws
B. Promises Kept by the Republican Party
C. Expanding the Role of State Government
D. Increasing Personal Rights in the 20th Century ⇐

- 1913 17th Amendment - Direct elections of United States Senators
- 1920 19th Amendment - Women's Right to vote
- 1961 23rd Amendment - Citizens of the District of Columbia can vote for President
- 1964 24th Amendment - End of the poll tax
- 1971 26th Amendment - Voting age set at 18 years old

(4b.3) Civics

According to the chart below, voter turn out for Presidential elections have dropped by what percentage since 1960?

A. 15% ⇐
B. 5%
C. 10%
D. 50%



(5a.3) Civics

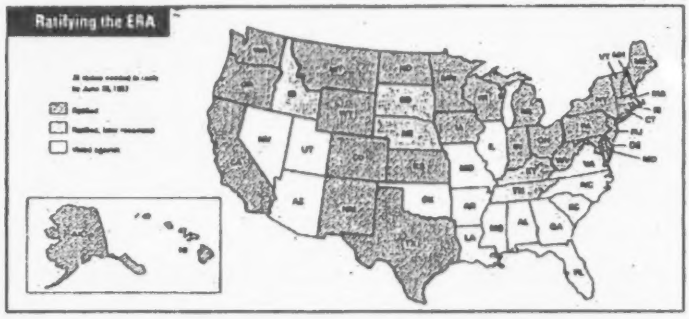
The modern feminist movement can trace its beginning to -

A. passage of the Civil Rights Act of 1964.
B. publication of The Feminine Mystique. ⇐
C. publication of the first issue of Ms. Magazine.
D. the founding of the National Women's Political Caucus.

(5b.3) Civics

According to the map below, **MOST** opposition to the Equal Rights Amendment was centered in which region of the country?

A. the West
B. the South ⇐
C. the Northeast
D. the Southwest



(5c.2) Civics

The Voting Rights Act of 1965 enabled federal officials to -

A. register voters. ⇐
B. oversee the collection of poll taxes.
C. oversee voter literacy testing programs.
D. appoint state representatives to the U.S. Congress.

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Section V

Social Studies Learning Strategies

Decision Making Grid

The decision making grid can be a valuable tool in helping students understand the alternatives they have in making a decision as well as the consequences of each alternative. The lesson in using this tool is that, once the student analyzes the consequences, they should be prepared to make a sound, informed decision. They should also recognize that compromise is often a key factor in making decisions.

To demonstrate this, have students complete a grid such as the one below. This is best accomplished in cooperative groups since this is how decisions must often be made in the real world. Ask each group of three to four students to follow these few simple steps:

1. Identify the issue or problem
2. Create a list of possible solutions and list these across the top of the chart as:

   "Alternative 1"
   "Alternative 2"
   "Alternative 3"

3. Record the consequences of each alternative in terms of a specific perspective (e.g., political, legal, economic, environmental, social, etc.).
4. Choose a course of action based on your values and goals and evaluate the results.

ISSUE: Should the Government allow Oil drilling on environmentally sensitive land.

	Alternative 1	**Alternative 2**	**Alternative 3**
	Allow drilling	Prohibit drilling	Controlled drilling
1 Economic	Provides a source of cheap domestic oil. Provides Americans with jobs	Reliance on expensive foreign oil increases. Domestic oil companies lay off workers	Regulations provides needed oil supplies with reduced dependence on foreign suppliers
2 Environmental	Destroys land, habitats, and causes pollution	No land or habitats are destroyed or damaged	Regulation lessens chances of damage to land, habitats and reduces chances of pollution
3 Political	Possible election day backlash from voter	Little possible election day backlash from voters	Virtually no political backlash

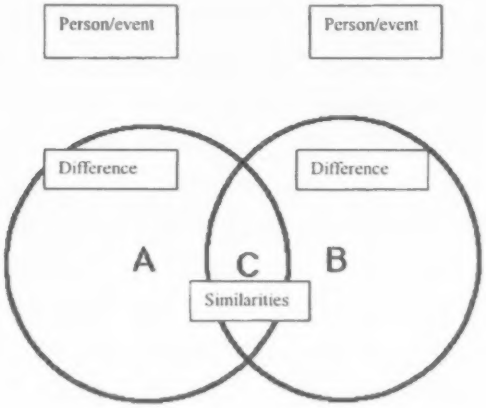
The Venn Diagram

The Venn diagram is one of the most often used tools to assist students in visualizing comparisons and contrasts. The information gathered and written on the diagram provides the basis for clear organization of thought and translation of information into writing.
Use a Venn diagram whenever there is an opportunity to compare and contrast.

To use the diagram:

1. Put names of the two people or events to be compared in the boxes above the circles.
2. Identify the similarities between the two people or events. List these where the two circles overlap each other "C".
3. Identify the differences between the two people or events. List the differences of the first person or event in the circle to the left "A". List the differences of the second person or event in the circle to the right "B".
4. Analyze the similarities and differences.

Encourage students to look for other opportunities to apply this valuable graphic organizer.



Mapping and Clustering
Mapping, or clustering, can be used to elaborate on a central idea or topic. Information and details are clustered around a central idea or topic. This helps students organize ideas and promotes improved fluency in writing or other forms of expression when communicating about a topic. Mapping or clustering be approached in a number of ways:

Brain storming - Mapping or clustering can begin with brainstorming, a technique that has students express randomly a variety of ideas, thoughts, opinions, and viewpoints about the given topic.

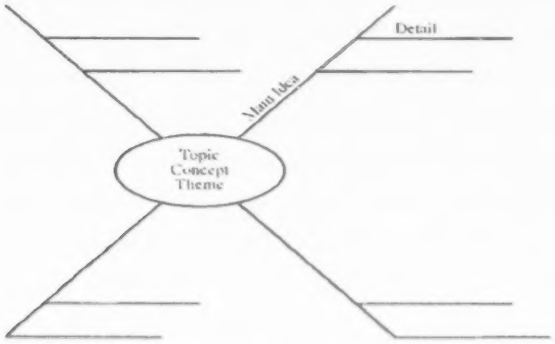
1. Record the topic in the center of a transparency.
2. Gather ideas into clusters around the central topic.
3. Discuss students' associations with the topic.

This technique works effectively to introduce students to new topics since it can require students to consider how their personal experiences are connected to the new topic.
Research shows that a student retains information better when it is connected to the personal experiences or prior knowledge of the student. As such, this technique has been shown to be especially effective with Limited English Proficiency (LEP) students and low achievers.

Visual mapping diagrams

Basic instructions for mapping or clustering:
1. Place a main topic in the center.
2. Place each subtopic on a line that branches out from the main topic.
3. Place supporting details off from each appropriate subtopic.

Different forms of mapping and clustering are presented below.
Spider maps are used to describe a central idea, a process, a concept, or a proposition.



The key frame questions for spider mapping are: What is the central idea? What are its attributes? What are its functions?

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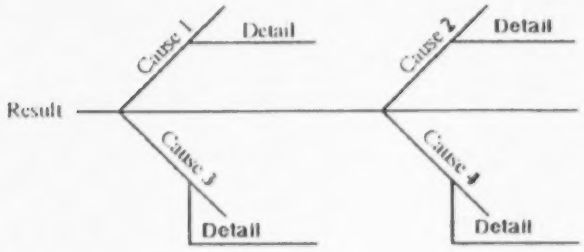
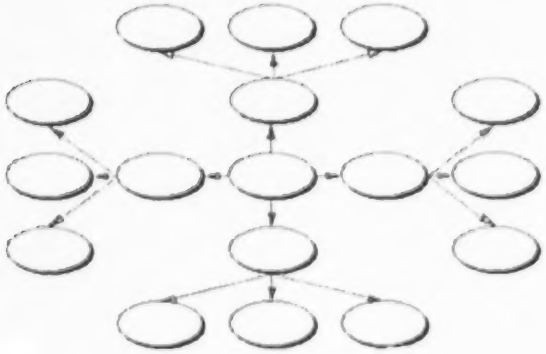
Fishbone mapping is another form of mapping. A Fishbone map is used to show the causal interaction of a complex event (an election, a nuclear explosion,) or a complex phenomenon (juvenile delinquency, learning disabilities).
The frame questions for this form of mapping are: What are the factors that cause X? How do they interrelate? Are the factors that cause X the same as those that cause X to persist?



Clustering is a nonlinear activity that generates ideas, images and feelings around a stimulus word. As students cluster, their thoughts tumble out, enlarging their word bank for writing and often enabling them to see patterns in their ideas. Clustering may be a class or individual activity.



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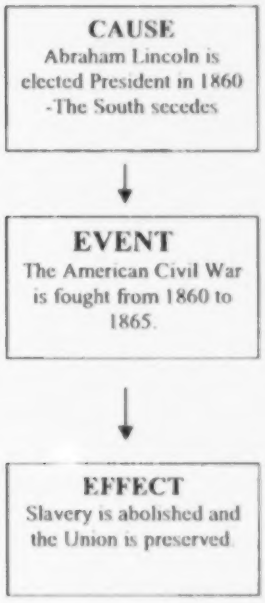
Cause and Effect diagrams assist students in sequencing skills and causal relationships in historical events or developments. Cause and effect thinking is often difficult for students because it is complex.

Key questions for cause and effect are: What is the initiating event or cause? What are the next stages or events? How does one event lead to another? What is the final outcome or effect?

Cause and Effect Diagram


CAUSE
Abraham Lincoln is elected President in 1860
-The South secedes
EVENT
The American Civil War is fought from 1860 to 1865.
EFFECT
Slavery is abolished and the Union is preserved.

POLITICAL CARTOON INTERPRETATION

Three elements of a cartoon:

1. Caption – gives meaning to the cartoon
2. Name tags and labels- identify the people or objects in the cartoon.
3. Exaggeration – overstates or stretches the truth about the people or objects in the cartoon.

The student should use these examples to explain the meaning of the cartoon. They should support their answers by using historical examples and or information.

Editorial cartoon analysis:

1. What is the event or issue that inspired the cartoon?
2. Are there any real people in the cartoon? Who is being portrayed in the cartoon?
3. Are there symbols in the cartoon? What are they and what do they represent?
4. What is the cartoonist opinion about the topic portrayed in the cartoon?
5. Do you agree or disagree with the cartoonist opinion? Why or why not.

CARTOON ANALYSIS WORKSHEET:

	Visuals	Words (*not all cartoons include words)
LEVEL 1	1. List the objects or people you see in the cartoon.	1. Identify the cartoon caption and/or title. 2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon. 3. Record any important dates or numbers that appear in the cartoon.
LEVEL 2	2. Which of the objects on your list are symbols? 3. What do you think each symbol means?	4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so? 5. List adjectives that describe the emotions portrayed in the cartoon.
LEVEL 3	A. Describe the action taking place in the cartoon. B. Explain how the words in the cartoon clarify the symbols. C. Explain the message of the cartoon. D. What special interest groups would agree/disagree with the cartoon's message? Why?	

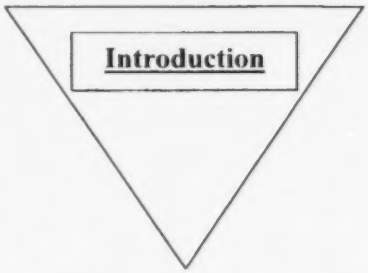
Designed and developed by the staff of the Education Branch, Office of Public Programs, National Archives, Washington, DC 2040—

Introduction: the beginning
Body: the middle
Conclusion: the end

1st sentence is a broad, general statement on the topic (e.g., social, economic, political).

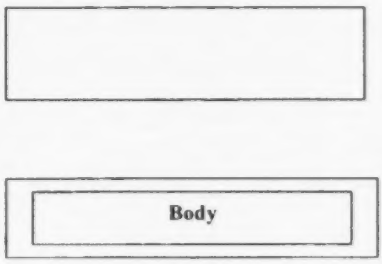
Explaining, describing, defining statements "narrow down" the broad statement and lead reader to the thesis statement.

Thesis statement is the last sentence(s). It states the main position of the essay and the 3 or 4 major points that support the thesis.



1st sentence is the topic sentence. It is one of the major ideas in the thesis statement. All other sentences in the paragraph support the topic sentence by explaining, describing, defining, why it is valid.

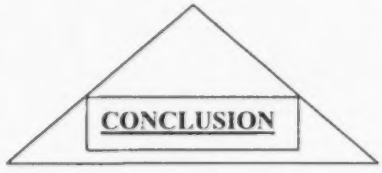
Topic sentence. It should include a transitional word or phrase to "tie" it to the 1st paragraph. Other sentences support the topic sentence.



Same as 2nd paragraph. Each paragraph must clearly show how the major point being explained is related to the thesis.

First sentence restates the thesis (vary the wording, but not the meaning).

One or two sentences summarizing the Main points of the body of the paragraphs OR relating the thesis to the "big" picture.



Common Errors in Writing Answers to Constructed Response Questions

- Misinterpretations of the questions
- Poor paragraph organization
- Creative writing v. Historical/Academic Writing
- Lack of clarity and conciseness
- Lack of introduction and conclusion
- Common grammatical errors

Prewriting

- Read the question to find out exactly what the question is asking.
- Analyze the terminology used in the question.

  Analyze – to break down, in order to understand the relationship or individual parts
  Assess – to estimate the value or significance of, to judge critically the merits of
  Characterize – to depict or give the distinguishing traits of
  Classify – to group according to relationships, to categorize
  Compare – to point out similarities between objects
  Contrast – to point out differences
  Define – to distinguish from others or limit the boundaries of
  Discuss – to treat a subject fully, providing background information and explaining how parts relate to each other
  Evaluate – to consider the merits of, to appraise, to judge
  Explain – to make plain, to clarify
  Identify – to distinguish one or more things or people from a larger number
  Illustrate – to make clear by use of examples or visual features
  Summarize – to reduce by citing main points, usually to about 1/3 length of the original
  Trace – to show the order of occurrences in a series of events

Brainstorm: Write down ideas or thoughts about the topic. Begin to plan your answer. You may start with a web and then move to an outline.

Composing

- Formulate your thesis statement.
- Begin the introductory paragraph. Re-read the question to make sure you are answering it.
- Make sure to transition between paragraphs.

  To show time:
  First, then, next, while, last, now, before, earlier, after, later, when, finally, soon, suddenly, immediately
  To state a reason or fact:
  Because, so, since, if, therefore, as a result
  To show sequence of items:
  First, second, third, most important, finally

To show spatial order:

Above, across, against, ahead of, around, beside, between, by, down, in near, next to, under, north, south, east, west, over under, throughout, behind

Post-writing

- Proofread your answer.
- Read the essay from the end to the beginning, checking for spelling.
- Have another person read the essay.
- If possible, read it out loud to find errors.

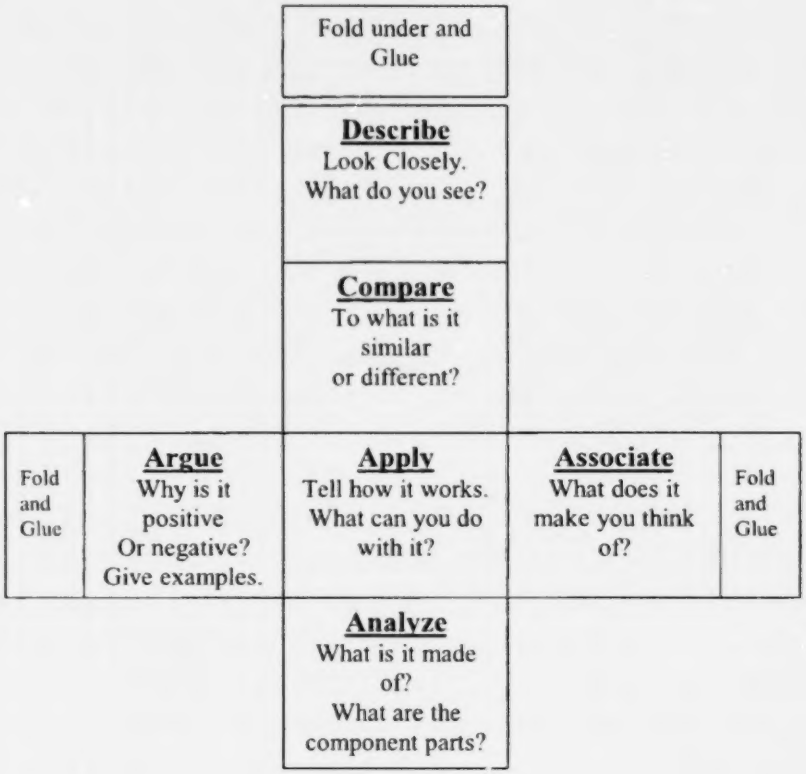
Cubing

Cubing is a writing strategy that permits students to look at a subject from six different perspectives. One of the following labels is printed on each side of a square box (the cube) covered with plain paper – describe it, compare it, associate it, analyze it, apply it, argue for or against it. As each side is presented to the students, they write about their topic from that perspective until the teacher calls time and moves onto the next side of the cube.

You should not spend too much time on a side. Cubing allows a student to rapidly consider a subject from six points of view; therefore, 1-3 minutes per side is sufficient and all six sides should be used. **NOTE**: the different sides represent the six levels of thinking – recall, comprehension, application, analysis, synthesis, and evaluation.

Cubing can be used in a number of ways and you will find it more interesting for students if you can vary the use of this strategy. It can be used as:

1. A pre-reading activity to help students think about what they already know about a topic – after writing, students can share information in a whole class group.
2. A post-reading activity to help students think about what they have learned about a topic – again information can be shared with the whole group as review.
3. Both a pre-reading and post-reading activity over a longer period of study, enabling students to compare the two products to analyze how much they have learned.
4. A pre-writing strategy to enable students to consider a topic for a written assignment and to begin to narrow the focus of their writing to one aspect of the topic.
5. A vehicle for discussion if used in small groups in which students turn their own cube and use it to simulate sharing and oral discussion of ideas – either as a pre-reading activity, a post-reading discussion, or a review for a test.



The Thinking Cube

References: **Reading and Reasoning Beyond the Primary Guides** by Joseph L. Vaughan and Thomas H. Estes

Following Chronological Order:

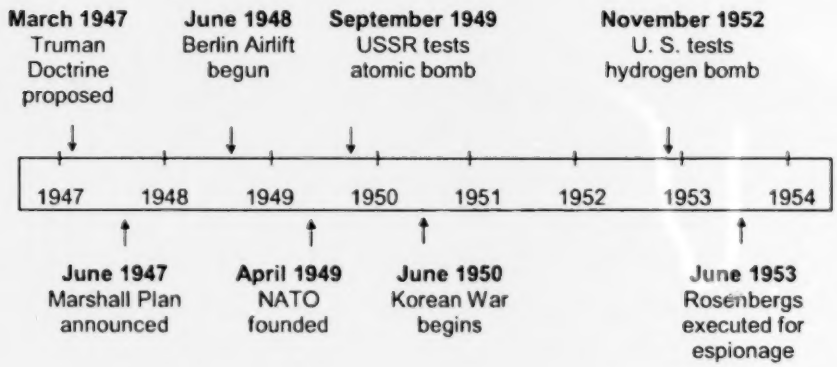
Chronological order is the order or sequence in which events happen in time. It is the framework for studying history. Without knowing the order in which things happened, historians could not get an accurate sense of the relationships among events.

Timelines are the most commonly used method of putting things in chronological order. After reading material about some period which involves many events, it may be helpful to draw out a timeline in which you put the events in the sequence in which they happened. Steps in using a timeline include:

1. From the material, look for words about time. Words like *initial, first, next, before, then, finally*, etc. indicate the sequence or order in time.
2. Use specific dates from the material.
3. Watch for references to previous historical events that are included for background.
4. Draw a horizontal line and place the period dates below the line.
5. Write the event dates and information above the line or, if there is a large amount of information, both *above* and *below* as shown below.

Events shown on the timeline below reflected the US fear of -

A. isolationism
B. fascism
C. imperialism
D. communism



Appendices

Glossary of Terms

Alternative Assessment – any type or assessment in which students create a response to a question, as opposed to assessments in which students choose a response from a given list, such as multiple-choice, true/false, or matching. Alternative assessment can include short answer questions, essays, performance assessments, oral presentations, exhibitions, demonstrations, and portfolios.

Analytical Trait Scoring- a performance is judged several times along several different important dimensions or traits of the performance. Use of a scoring rubric and anchor paper for each trait is common. An example might be judging of student problem solving for understanding the problem, correct use of procedures and strategies, and the ability to communicate clearly what was done.

Anchor papers or benchmark performances – examples of performances that serve as a standard against which other papers or performances may be judged; often used as examples of performances at different levels on a scoring rubric.

Assessment Strand – Competencies used for test construction purposes are combined for reporting purposes into assessment strands. The test items are written to evaluate the competencies not the assessment strands.

Authentic (assessment) – assessment tasks that elicit demonstrations of knowledge and skills in ways that resemble "real life" as closely as possible, engage students in the activity, and reflect sound instructional practices.

Benchmarks- Statements of what students should know and do by certain grade levels or times.

Benchmark performance – see "anchor papers".

Blueprint – The blueprint indicates the number of items from each assessment strand that must appear on a test.

Competency/Item match- There must be alignment between a given competency and an item that measures the competency.

Context (of an alternative assessment) – the surrounding circumstances within which the assessment is embedded. For example, problem solving can be assessed in the context of a specific subject (for example social studies) or in the context of real-life laboratory problems requiring the use of mathematical, scientific, social studies, and communication skills and tools.

Constructed Response – is a type of free response or open ended question; more than one right answer is possible; it is scored using a rubric and scoring guide.

Core items – This term refers to the body of scorable test items that count toward the student scores.

Criterion referenced test (CRT)- CRT's are constructed to assess a student's understanding of given competencies or objectives. The Mississippi subject area tests are criterion – referenced.

Distractors- The incorrect answers to a multiple-choice item are called distractors.

Enhanced multiple-choice – a question which elicits the use of a students prior knowledge, integrates knowledge and process skills and uses an "enhancement" (e.g., map, chart, graph, speech excerpt, etc.).

Evaluation – a judgement regarding the quality or worth of the assessment results. Evaluations are usually based on multiple sources of assessment information.

Field – test items – Field –test items have never been on a test before. These items have no statistical data and are not counted for or against the students' scores. Once these items have been tested and statistically evaluated, they may appear on new forms of the test, or they may be deleted. Field test items are not identified on the test so students will not know which items count and which do not.

Item- This term refers to a single question or problem in a test.

Multiple-choice items- Multiple choice items ask students to choose the correct or best answer from several given answers or options. MSATP items are both multiple choice and open ended.

Objective- This term refers to the knowledge, skill, process, or strategy that an item measures.

Options – This term refers to the possible responses in multiple –choice items, including the correct response and all distractors.

Selected response item- This is another term for a multiple – choice item.

Standardized test- This term refers to a test that contains the same content administered in the same way for everyone taking the test.

Stem- The item stem actually states the problem. This can be posed as a question or as an incomplete statement.

Stimulus- The item stem, piece of art, or referent that prompts a response is called a stimulus.

Test construction- This term encompasses selecting the items that go into each form of a test and then arranging them in an appropriate sequence.

U.S. History from 1877 Web Resources

THE INDUSTRIAL REVOLUTION

http://www.clpgh.org/exhibit/carnegie.html
Information on Andrew Carnegie

http://www.cohums.ohio-state.edu/history/projects/Lessons_US/Gilded_Age/
Visual texts on coal mining in the nineteenth century

http://www.geocities.com/Athens/Forum/9061/USA/usa.html
A look at an early 1900s factory

http://www.geocities.com/Athens/Forum/9061/USA/nineteen/manhatt.html
The 1890 Lower Manhattan Project

http://www.ellisisland.org
The hardships and triumphs endured by immigrants

http://www.csusm.edu/projects/nadp/asubject.htm
Native American treaties and other historical information

http://thehistorynet.com/WildWest/articles/1997/04973_cover.htm
Women of the West

http://www.retrocative.com/south/sindex.html
The origin of the blues

http://www.stg.brown.edu/projects/hypertext/landow/victorian/victov.html
The Victorian Era

POLITICS OF GRIDLOCK, 1877-1897

http://www.rain.org/~turnpike/grover/TopPage.html
The life and presidency of Grover Cleveland

http://www.tntech.edu/www/acad/hist/crosgold.html
The 1896 presidential election, William Jennings Bryan "Cross of Gold" speech

THE NEW EMPIRE

http://www.smplanet.com/imperialism/remember.html
American expansion in the Pacific in the late 1800s: Panama Canal, Latin American policy, Boxer Rebellion

PROGRESSIVISM: THE MANY FACES OF REFORM

http://lcweb2.loc.gov/ammem/trhtml/trhome.html
http://www2.whitehouse.gov/WH/glimpse/presidents/html/tr26.html

Theodore Roosevelt's life and presidency

http://www.whitehouse.gov/WH/glimpse/presidents/html/ww28.html
President Woodrow Wilson

http://lcweb2.loc.gov/ammem/amrvhtml/conshome.html
Library of Congress's evolution of the conservation movement, 1850-1920

http://lcweb2.loc.gov/ammem/naw/nawshom.html
Library of Congress's Votes for Women, selections from the National American Woman Suffrage Association Collection, 1848—1921

http://sunsite.berkeley.edu/Goldman
Socialist Emma Goldman

http://www.cis.yale.edu/amstud/inforev/riis/title.html
A hypertext of the Progressive tract *How the Other Half Lives*

THE END OF INNOCENCE: THE UNITED STATES AND WORLD WAR I

http://www.worldwar1.com
World War I: trenches on the Web, history of the Great War

THE "NEW ERA," 1919—1932

http://www.retroactive.com/jan97/1920s.html
The culture, fashion of the 1920s

http://www.people.memphis.edu/~mbensman/history1.html
A decade-by-decade analysis of the history of radio and its impact

ROOSEVELT'S NEW DEAL

http://www.nisk.k12ny.us/fdr/FDRcartoons.html
Cartoons from the New Deal

FROM ISOLATIONISM TO GLOBALISM: THE UNITED STATES AND WORLD WAR II

http://execpc.com/~dschaaf/mainmenu.html
Pearl Harbor summary, maps, details

http://www.geocities.com/Athens/Forum/9061/USA/WWII.ww2.html
http://www.bunt.com/~mconrad/links.htm
World War II websites

http://www.geocities.com/Athens/8420/main.html
Internment of Japanese Americans in World War II, maps and memoirs

http://www.dannen.org/decision/index.html
http://www.csi.ad.jp:80/ABOMB
The atomic bomb decision, pictures, background, memoirs

http://www.ushmm.org/index.html
The U.S. Holocaust Memorial Museum website

THE FAIR DEAL AND THE SECOND RED SCARE

http://webcorp.com/mccarthy
Senator Joseph McCarthy

http://ac.acusd.edu/history/20th/coldwar0.html
Cold War policies, 1945—1991, by year; links to other sites

THE EISENHOWER ERA

http://www.mecca.org/~crights/ncrm.html
The National Civil Rights Museum

http://www.charm.net/~brooklyn/LitKicks.html
The literary renaissance of the 1950s, the Beat Generation

http://metalab.unc.edu/wpercy
Southern author Walker Percy

THE POLITICS OF VISION: THE PRESIDENCY OF JOHN F. KENNEDY
http://www.geocities.com/~newgeneration
John F. Kennedy's speeches, literary influence, family, legacy, sound recordings and photos

http://www.nara.gov/research/jfk/index.html
John F. Kennedy assassination records of the National Archives and Records Admin.

THE POLITICS OF VISION: THE PRESIDENCY OF JOHN F. KENNEDY (continued)
http://library.thinkquest.org/11046/
http://www.stg.brown.edu/projects/classes/mc166k/missile_crisis_34.html
Cuban Missile Crisis, memoirs

http://www.ksc.nasa.gov/history/history.html
NASA, space program

THE TRAGEDY OF AMERICAN LIBERALISM: LYNDON JOHNSON, THE GREAT SOCIETY, AND VIETNAM

http://www.geocities.com:80/Athens/Forum/9061/USA/Vietnam/vietnam.html
Vietnam War era documents and photographs

http://www.thehistorynet.com/vietnam
Articles on Vietnam, offensives, battles

http://www.teachvietnam.org
History, learning, and leadership through the lens of the Vietnam Era

CONTINUITY AND CONFLICT: AMERICAN SOCIETY, 1960—1975

http://www.stanford.edu/group/king
Dr. Martin Luther King Jr's papers, speeches

http://www.webcorp.com/civilrights/index.htm
Voices of the civil rights era (audio)

http://www.inform.umd.edu:8080/EdRes/Topic/WomensStudies/ReadingRoom/History
A survey of the leaders and documents of the feminist movement of the 1960s--1970s

THE TRIUMPH OF CONSERVATISM

http://www.whitehouse.gov/WH/glimpse/presidents/html/rn37.html
The complex personality and presidency of Richard Nixon

AMERICAN POLITICS AND SOCIETY FROM FORD TO REAGAN

http://docs.whitehouse.gov/WH/glimpse/presidents/html/jc39.html
http://www1.cc.emory.edu/CARTER-CENTER/BIOS/pcbigbio.htm
President Jimmy Carter

http://www.whitehouse.gov/WH/glimpse/presidents/html/rr40.html
President Ronald Reagan

http://www.whitehouse.gov/WH/glimpse/presidents/html/gb41.html

AMERICAN POLITICS AND SOCIETY FROM FORD TO REAGAN (continued)

http://www.whitehouse.gov/WH/glimpse/presidents/html/gb41.html
President George Bush

http://www.engl.virginia.edu/~enwr1016/index.html
The culture of the 1980s

AMERICA IN THE 1990S

http://english.hss.cmu.edu/Govl/Gulf.html
Persian Gulf War, memoirs

http://www.whitehouse.gov/WH/glimpse/presidents/html/bc42.html

President Bill Clinton

GENERAL

http://dir.yahoo.com/Arts/Humanities/History/By_Time_Period/
General history references

http://educate.si.edu/resources/lessons/lessons.html
http://www.csun.edu/~vceed009/socialstudies.html
http://www.csun.edu/~hcedu013/plans.html
Lesson plans and teaching strategies

Literature Resources for U.S. History from 1877

Allen, Fredrick	SINCE YESTERDAY. Harper, 1979, c1940. A view of the 1930s from Black Tuesday to the beginning of World War II.
Allen, Fredrick	ONLY YESTERDAY: AN INFORMAL HISTORY OF THE 1920s. Harper and Row, 1986. A view of the Roaring Twenties by a contemporary historian which remains a standard reference.
American Heritage	THE CALIFORNIA GOLD RUSH. American Heritage, 1961. The California gold rush was a part of America's great westward movement, but it had certain distinctive features that set it apart from the usual patterns of frontier settlement. The gold rush was the first and greatest of them all and set the basic pattern for the miner's frontier.
Angelou, Maya	I KNOW WHY THE CAGED BIRD SINGS. Bantam Books, 1969. Autobiographical narrative which relates the early years of the black author in a small, rural American community in the 1930s.

Bernstein, Carl and Woodward, Bob	THE FINAL DAYS. Simon and Schuster, 1976. Depicts the final days of the Nixon Administration; follow-up to their earlier work on the WaterGate break-in.
Bernstein, Carl and Woodward, Bob	ALL THE PRESIDENT'S MEN. Simon and Schuster, 1974. Two reporters search for evidence about the Water Gate break-in.
Bradbury, Ray	FARENHEIT 451. Ballentine Books, 1953. A satire on censorship.
Brown, Joe David	PAPER MOON. Signet, 1972. Story of a pair of con-artists in the American Midwest during the 1930s.
Caldwell, Erskine	TOBACCO ROAD. Signet, 1970. Novel of the conditions faced by a poor Georgia dirt farmer in the Great Depression.
Close Up Foundation	CURRENT ISSUES. 1989. Updated sources which provide the most current information on the top ten domestic and ten foreign policy issues. Standard and lower-reading levels are available.
Davidson, Marshall	A HISTORY OF THE ART FROM 25,000 B.C. TO THE PRESENT. Random, 1984. A historical and cultural overview of art from prehistoric times through modern eras is presented in this book.
Doctorow, E. L.	RAGTIME. Bantam, 1987. Novel that provides a look at middle class life of an African-American musician.
Douglass, Frederick	LIFE AND TIMES OF FREDERICK DOUGLASS. Crowell, 1966. Adapted from the final version of the autobiography published in 1892. Born a slave, self-taught, a fugitive at 21, Frederick Douglass became at 24 an outstanding spokesman for his race, and he continued through all his long life to give notable service to the cause of freedom.
Farrell, James T.	STUDS LONIGAN. Avon, 1976. Trilogy depicting in novel from the urban near-poor during the Great Depression.
Fitzgerald, F. Scott	THE GREAT GATSBY. Scribner, 1925. Classic novel of the roaring 20's.
Franklin, Benjamin	POOR RICHARD'S ALMANACK. Peter Pauper Press, n.d. There are many editions of this remarkable collection of the wit and wisdom of Ben Franklin. It is a delightful volume of brief, pithy sayings. See also *The Autobiography of Benjamin Franklin* in various paperback editions.
Franklin, Benjamin	BENJAMIN FRANKLIN: A BIOGRAPHY OF HIS OWN WORDS. Harper, 1972. Excerpts from Franklin's autobiography with his letters, essays, and newspaper pieces gives a picture of his life from childhood to old age.
Golding, William	LORD OF THE FLIES. Putnam, 1954. Anarchy occurs when a group of English choir boys are stranded on an island with no adults.
Harper, Lee	TO KILL A MOCKINGBIRD. Harper and Row, 1982. Story of a lawyer, in a southern small town where prejudices are increased by the hard times of the depression.
Hersey, John	HIROSHIMA. Knopf, 1985. An account of the destruction of the city and Japanese

lives following the atomic bomb.

Kennedy, John F.	PROFILES IN COURAGE. Harper and Row, 1955. Character sketches of individuals admired by Kennedy.
Lewis, Sinclair	BABBITT. Signet, 1922. Novel of an enterprising, moral, and prosperous real-estate broker in the Midwest.
Lewis, Sinclair	MAIN STREET. Signet, 1920. Novel of a small town America.
Lord, Bette Bao	IN THE YEAR OF THE BOAR AND JACKIE ROBINSON. Harper, 1984. Shirley Temple Wong comes to America from China in 1947, speaking no English. She must adjust as fifth grader amidst American culture in Brooklyn. This is a deservedly popular novel.
Lord, Walter	DAY OF INFAMY. Bantam, 1957. Minute by minute chronicle depicting both the Japanese and United States military reactions to the attack on Pearl Harbor.
Manchester, William	THE GLORY AND THE DREAM: A NARRATIVE HISTORY OF AMERICA, 1932-1972. Bantam. A popular history of America focuses on national character as well as events.
Meltzer, Milton	THE BLACK AMERICAN: A HISTORY IN THEIR OWN WORDS. Crowell, 1984. Traces 350 years of African American history, depicting the valiant struggles to achieve equality and human dignity. Serves as an eloquent statement of how the struggles of the past have shaped the present.
Norris, Frank	THE OCTOPUS. Penguin, 1986. Novel set in late 1800s about the railroads ruining lives of farmers.
O'Dell, Scott and Elizabeth Hall	THUNDER ROLLING IN THE MOUNTAIN. In 1817, Sound of Running Feet, is forced to move with her Ney Perce tribe.
Ravitch, Diane	THE AMERICAN READER. Harper and Collins, 1990. Over 200 chronologically arranged speeches, documents, poems, and songs. Short introductions place each selection in social and historical context.
Sinclair, Upton	THE JUNGLE. Signet, 1906. Novel of immigrant's misfortunes and eventual despair set in late 1800s.
Steinbeck, John	GRAPES OF WRATH. Viking, 1939. Novel of hard times for an "Okie" family in the 1930s.
Warren, Robert Penn	ALL THE KING'S MEN. Harcourt, Brace, Jovanovich, 1946. Novel of power and corruption in the South.
Welty, Eudora	ONE TIME, ONE PLACE: MISSISSIPPI IN THE DEPRESSION. University of Mississippi Press, 1996. Documentary photographs of Mississippi in the Great Depression.

Wister, Owen	THE VIRGINIAN. Signet Classics, 1986. Classic of the Old West about a soft spoken, straight shooting hero.
Woodward, Bob and Carl Bernstein	ALL THE PRESIDENT'S MEN. Simon and Schuster, 1974. An inside look at the Watergate as it unfolds.
Woodward, Bob and Scott Armstomg	THE BRETHREN. A year in a session of the Supreme Court as seen form the inside.
Wouk, Herman	THE WINDS OF WAR AND REMEMBRANCE. Pocket Books, 1983. Novels of World War II in which events are revealed through the experiences of a large cast of characters who are present at most of the major events of the war.
	PLUNKITT OF TAMMANY HILL. E. P. Dutton and Company, 1963. A look at the workings of a political boss in Chicago.
	DEAR AMERICA. The New York Vietnam Veterans Memoriam Commission, 1985. Collection of letters written home by Vietnam soldiers.

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